

National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

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Gruenberg • SEEING OURSELVES IN OUR WORLD by Bonaro W. Overstreet • WANTED—
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by Ada Hart Arlitt • THE ORDEAL OF GERMAN YOUTH by Paul Hagen • YOUR COMMUNITY
AND YOU by Arthur E. Morgan

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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MEMBER OF THE





*Up from the sea the wild north wind is blowing
Under the sky's gray arch;
Smiling, I watch the shaken elm boughs, knowing
It is the wind of March.*

—JOHN GREENLEAF WHITTIER

The President's Message

Awake and Defend

IN RECENT months certain disturbing statistics have been hammering at our ears, awakening us to the fact that we have not planned well enough, either as parents or as citizens of a wartime community, to offset certain wartime hazards to youth. These hazards are unavoidably acute. In our all-out effort to win this war they have somehow become still more acute. The increase in juvenile delinquency indicates a failure of adults rather than a failure of youth.

We know that youth has certain basic emotional and social needs and that when these needs are ignored breakdown is apt to follow. At a time when there should have been a great expansion of social and recreational services in all communities located near military and defense industries, there has been instead a wholesale curtailment of many of these services.

The most common cause of this curtailment is the withdrawal of trained personnel. This is a serious obstacle, but it is not an insurmountable one. Generous and wise use of volunteer service will save many a worth-while community project and will enable us to extend our recreation programs to meet the increasing need.

Many of us possess some of the needed skills. Many of us have had professional training of some kind. But we are apt to discount these assets because we have not been called upon to use them for a number of years. Even in our own homes, those of us who are parents tend to let the dust of the years of household drudgery settle on those old talents of ours, which may need only freshening up or dusting off to make them acceptable and important to our children's lives. We permit ourselves to get pretty stodgy, and, consequently, our capabilities are obscured to our own eyes and those of our children. We follow the line of least resistance. It's so much easier to let the children go to the movies.

THIS happens to be the age of mass entertainment. Commercial enterprise is taking full advantage of the fact; but most of the entertainment it offers is not particularly suitable for children under eighteen. If our communities are to satisfy the demand for large group activities and a wholesome recreation program, everyone of us must contribute to the common task.

If we hold back when we have talents and time to give, we are hoarding needed resources. Such resources may be harder to measure than food and raw materials, but they are important in the common battle for a better world. When we allow our boys and girls to make bad choices in entertainment and in conduct, when we permit large numbers of them to become delinquent, we waste a precious resource both for winning the war and for building a safe society. Here is a hazard of war in which the danger signals are unmistakable. For service on this front none of us can wait to be drafted.

Virginia Kleber

President,

National Congress of Parents and Teachers



Should *Children* Play at War?



© H. Armstrong Roberts

SIDONIE MATSNER
GRUENBERG

"I'm bombing Pearl Harbor! I'm bombing Pearl Harbor! I'm spoiling all the airplanes! I'm killing all the people! I'm killing them dead!" We might say to him, "Oh no, you mustn't do that!" Or we might set him to playing at something else.

When a boy or a girl wants to use spending money for buying tin soldiers, tanks, jeeps, and bombers, an adult might step in and either forbid it or suggest gently that marbles and jacks, painting and dolls, are really more fun. The problem is not so simple, however, if an uncle or an aunt or a friend of the family brings war toys to the child—as a birthday gift, for instance. These are quite usual presents nowadays, and it might be embarrassing to forbid the child to play with them. It would, however, be possible.

And what of the little boy whose father is a soldier in the United States Army? He is given a soldier suit, or he improvises one for himself. He struts around proudly, saying, "I'm a soldier, just like my daddy!" For a while he is content to march up and down and salute. Then he crouches beside his imaginary machine gun, shouting, "My daddy killed a million Japs! I'm going to kill a million Japs! And two million Nazis!"

I don't think I need go any further, and, frankly, I can think of nothing for the budding soldier's mother to say at this point but a forced and rather sad, "That's fine, dear." By carrying this position to its logical conclusion, I think we can see that at every stage the pacifistic attitude we have generally assumed to be correct is unrealistic and that the efforts to which it leads are futile. The only sensible course is to accept the fact and govern ourselves accordingly.

SHOULD we let children play at war? Suppose we assume for the moment that the correct answer to this question is: "No!" The matter would still not be settled, for two new questions would inevitably arise. Why should we not let children play warlike games? And how can we stop them?

The reason for wanting to stop them is fairly clear. All of us, with our natural abhorrence of war, want to do everything that is humanly possible to prevent another holocaust from consuming the earth. Looking upon this generation of children, who must build our world anew, we want to keep all hostile and aggressive feelings from taking hold of them. We want to discourage, rather than glorify, the warlike spirit.

Naturally, then, we tend to ask ourselves: How can we divert or crush the tendencies that lead to the making of war? How can we build up in children the feelings and attitudes that lead to peace?

There are several possibilities. For instance, suppose a little boy builds a city of blocks, and then quickly destroys it with seven or eight other blocks, shouting as he does so,

FOR many decades before the present war began, and especially during the twenty-odd years that have passed since World War I, thoughtful parents everywhere have been asking themselves and each other: "Shall we let our children play at war?" Or, conversely, "Can we prevent them?" For most of us today these questions have taken on fresh importance. A point of view both realistic and soundly constructive is expressed in this, the seventh article in the parent-teacher pre-school study course, "Babies in Wartime."

Sauce for the Gosling

CHILDREN'S PLAY is always imitative. We cannot teach children that, although all our energies and resources must be devoted to the winning of the war, *they* must not have even a

thing. I feel it as strongly now as I did between wars, when, as Jane Addams so wisely said, "all of us are pacifists." However, our generation has lived to learn that there are forces still more evil than war and that they must be wiped off the face of the earth before we can know the meaning of peace—real peace, which is so much more than the absence of war. We have learned this lesson well, and we have come to understand that, no matter how we strive for ultimate peace, we must prosecute this war to the utmost.

But think back to the early weeks and months of the present war, when many intelligent, sensitive, and idealistic people didn't know where they stood in respect to the world crisis. They had always been pacifists, *against war* with every fiber of their being; and now they were required to be *for war* just as wholeheartedly. Suddenly for some, slowly for others, the paradox resolved itself; peace-loving people learned that it was perfectly logical and perfectly possible to hate war as fiercely as ever and yet to recognize that

this war *must* be fought and *must* be won. If adults were confused and bewildered, how much more confusing it must be to a child when he is told: "Your daddy is a soldier. He is fine and brave. You are a naughty boy for imitating him." For that is—in effect—what we do say when we forbid children to play at war.

War Play Is Nothing New

EVEN BEFORE the present conflict brought the question to the front, there was much controversy as to whether children should be permitted to play certain kinds of games. There were those who thought "playing Indians" was fine, wholesome amusement and that

bows and arrows were charming toys. These same people were shocked, however, when children played at being gangsters. *That* could have but one meaning—youth was going to the dogs! Actually, the same impulses and needs that made the little boys of yesterday want to stage holdups and murders made the boys of the day before yesterday want to scalp Indians. "Playing Indians" has become more acceptable to adults (and, incidentally, much more boring to children) only



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make-believe war. We cannot teach them that their fathers, their older brothers, their uncles, or their teachers are fine men and brave to leave their homes and fight for their country, but that *they* are naughty boys and girls when they pretend to do the same brave deeds.

And yet most of us cannot help loathing war and fighting and killing with all our hearts. Let me make it clear before I go further that I, with you, feel that war is a ghastly and a loathsome

because it has become a classic—a somewhat mouldy classic at that.

Play is the language of children. Through play they express their deeper feelings. They get their anxieties or their hostilities out of their systems in action and shouting, much as we adults relieve ourselves of inner tension by “talking things out.” This may seem far-fetched and theoretical sometimes, but at other times it is quite obvious. One little boy will go around bragging about all the people he has killed or is going to kill, and it seems on the surface as if he were just a bloodthirsty little beast. Another child, a timid little girl, says: “I’m not afraid! Hitler can’t hurt me. My brother is going to kill Hitler. I’m going to kill Hitler too



and a million Japs.” In her case it is clear that all the talk of killing is a cover-up for her fear.

Not all the emotions expressed by children in their war play are as innocent as fear and timidity. We cannot do away with aggression and hostility merely by pretending they are not there. Nor can we crush them by telling children that such feelings are wrong and bad. Anna Freud, Susan Isaacs, and several others have contributed greatly to our understanding of the inner life of children and have shown that these tendencies lie at the very roots of human nature.

We must frankly recognize the fact that hostile feelings and aggressive impulses are present in all

normal children. They will not disappear simply because we have added to them a sense of guilt and shame. In the course of growing up, antagonisms must be worked out rather than repressed.

An incident comes to my mind, which, while not related to the war or to war games, has a direct bearing on the primitive hostilities of children. Two little boys, aged four and seven, had improvised a slide, using a board on the front steps of their house. They were playing nicely and having a fine time, but the racket they made annoyed their visiting aunt, who had a headache and was trying to rest on the same porch. She stood it as long as she could and finally asked her young nephews if they would please go and play somewhere else. They obediently took their board and started off, but she heard the four-year-old say to his big brother, “I wish she was dead, don’t you?” The older boy looked so shocked that a warm glow went through the aunt, and she said, “You don’t wish that, do you, darling?” “Oh, no!” he replied. “But I wish you’d never been born.”

The child had learned enough about life and death to be outraged by his young brother’s remark. But he had not yet learned that it isn’t necessary to wish a person out of existence each time he or she is somewhat annoying or interferes with his cherished plans. He will learn. But both little boys are going through stages that cannot be skipped.

Personality’s Growing Pains

THAT, to me, is one of the crucial points in this question and in related questions. We jump too quickly to sweeping conclusions. A child wishes people dead each time they get in his way; therefore it looks as if he were going to grow into “a killer.” A child prefers tales of blood and thunder to stories of sweetness and light; he is therefore going to become

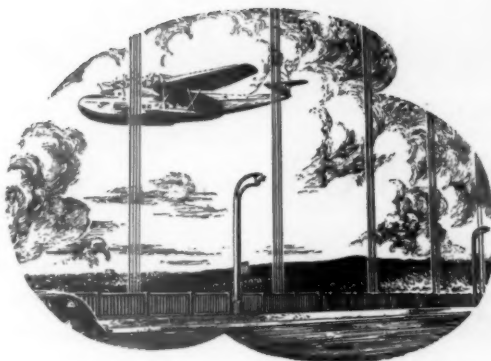
a sadist and a murderer instead of an upstanding citizen. Another child prefers the comics to Dickens; so he is doomed to be a lowbrow all his life. However strongly their crudeness offends us, our children must be allowed to live through these natural stages of their development. No stage can be skipped. In fact, much cruel and childish behavior in adults is due to the fact that aggressive behavior in childhood was repressed instead of being guided and directed, so that it has come out in perverted forms in adult life.

Children must be allowed to develop in accord with their maturing; to experience the feelings that go with the various stages as they come

along; and to work the troublesome feelings out of their systems.

Parents and teachers have to be patient as well as understanding. For their own good as well as for that of their children, they must accept completely these crudities and primitive attitudes to which I have referred as normal and inevitable phases of growing up. When children show aggressive impulses to excess, or play war games to the exclusion of all others, one may justifiably suspect that there is something wrong. But even then, of course, scoldings and prohibitions will not help. The manifestations must be treated as symptoms of some exceptional inner turmoil, and the child must be helped. Equally in need of help, of course, is the child who never strikes out—who shuns all war games—who is afraid of the very mention of bombs and killings.

The real art in bringing up children is to give them wholesome surroundings and constructive outlets for their energies and emotions. Interesting trips or other adventures; companionship; games and projects in which they have a chance to experience success and failure, effort and achievement, and sometimes disappointment—these will



do more for a child than overprotection on the one hand or neglect of his unguided impulses on the other.

Guidance by Example

MOST IMPORTANT of all in the child's development are the adults by whom he is surrounded and who have

his welfare in charge. The child is fortunate whose parents and teachers have their own emotions in control and who yet are the kind of people who do have strong and real emotions. By living with them, the child will learn that hate is not always a shameful thing and that it can even be diverted into constructive channels; that disappointment need not be utterly devastating; that aggression is a normal and legitimate and most natural human drive—close indeed to the very urge to live, and the source of all creative effort.

Our task, then, is not to stop children from playing at war, for that would be in effect excluding them from the world in which they live. It is rather to help them use their drives and energies in constructive ways. It is for us to help them live in such a way that they will be prepared for the tasks that lie ahead for their generation.

She Was the Spring

*She pretended she was picking green
Boxberry leaves, and she spread out her clean
School dress in a circle round her feet
And sat there filled with earth's mysterious heat.*

*The other children ran below the new
Leaves and picked wood-violets skyey blue,
Pulled up the flower with the outstretched wings
That flies like a purple bird and all but sings.*

*She let the others tear and gather up
The flower that bears a white star for its cup,
She hunted for the leaves that last all Winter
And taste as sharp as flame or a spruce splinter.*

*When the children's voices were a sound
No larger than a raindrop's on the ground,
The sitting girl arose and raised her dress
Upon a bubble of woodland loveliness.*

*The pink-veined bubble trembled on its stem
As it came from under her skirt's hem,
The ladyslipper with a sudden start
Came out in the sunlight like a heart.*

*She left it floating on its twin-leaved base,
She went home with beauty on her face,
And all the way she felt a wonderful thing:
It was as though she were herself the Spring!*

—ROBERT P. TRISTRAM COFFIN

Seeing Ourselves in Our *World*

BONARO W. OVERSTREET

WHEN the moralist begins condemning the materialism of our age, we, in our own minds, discount what he says. The Jeremiahs, we tell ourselves, are with us always—useful, no doubt, but not to be taken too seriously. After all, their stake in society is the reformer's stake; they live by telling the rest of us how bad we are.

It is a different story, however, when an experienced advertiser sums up the character of our age. This man is not trying to make us over along lines laid down by the moralists of the centuries. He is saying, on the basis of dollar-and-cent returns, that we, the American public, can be counted upon to respond to certain appeals and not to others. He knows us, so to speak, in terms of the temptations we do not resist; and he figures, logically enough, that if we can be relied upon to spend our money in response to certain types of advertisements and not other types, then we reveal our characters by such spending, no matter what contrary ideals we may profess.

Victor Schwab of New York has recently published a book into which he has crowded what he has learned, through years of experience, about why advertising campaigns succeed or fail. His aim is to help advertisers reach through to our wants and move us to the act of spending. Because

OF all the treasures life can hold, what things do we choose for our own? What are the values to which we attach importance? What are the desires by which we are willing to be known? In a very real sense we are what we desire. To choose the fine and the enduring, to reject the false and the shoddy—these are the marks of that democratic aristocracy presented month by month in these pages under the significant and all-inclusive title "Quality People for a Free Society."

this frankly is his aim, what he says is too startlingly significant to be overlooked by those of us concerned about the making of people who can make a free society.

Reprinted here, with Mr. Schwab's permission, is a chart in which he sums up, from the advertiser's angle, the character of our age.

Here is no Jeremiah speaking, but a business man saying to other business men, "Experience shows this to be the general character of the people you are trying to reach."

Taking a Second Look

LET US look, then, more closely at our chart. The trend, it tells us, is toward a preference for success instead of integrity. What does this mean? The most common first impulse, I find, is to say it means that people today are dishonest rather than honest. But I doubt that it means that—for only the complete cynic would hold that success and dishonesty are synonyms.

The implication, I think, is more subtle; namely, that we in our time build our sense of confidence upon outward approval more than inner conviction. This is not the same thing as saying that we are dishonest—although it may mean that the way is open for many compromises with honesty. The important thing to realize is that people today, baffled by complexity and change, lack inner stability. Involved in situations they cannot understand, and buffeted by forces they cannot control, they are not sure enough of their own judgment to remain sure if they fail to win a yes-response

The General Trend of Our Times Is Toward a Preference For:

Success	I N S T E A D O F	Integrity
Spending		Saving
Restlessness		Rest
Self-indulgence		Self-discipline
Desire for the new or novel		Affection for the old and tried
Show		Solidity
Dependence		Self-reliance
Gregariousness		Solitude
Luxury		Simplicity
Ostentation		Restraint
Easy generosity		Wise giving
Quick impressions		Genuine thought

from other people. In their uneasiness, they find that success gives them a more comfortable conviction of rightness than they know how to get by referring to their own self-contradictory and muddled thoughts.

As a matter of fact, looked at from a psychological angle, what the whole chart tells us is not that people today are a bad lot, but that they are desperately unsure of themselves.

The second item on the list says that we are more given to spending than to saving. On the surface, spending may seem a gesture of confidence, saving a gesture of fear. But that is not how it works out. While that exaggerated thrift we call miserliness is, of course, a fear-response to life, a steady, reasonable program of saving usually means that life is being lived according to a long-range plan, rather than according to the whim of the moment. A plan that ties together today and tomorrow, this year and next, is likely to be both a product of inner confidence and firm intention and a maker of these. Erratic spending, more often than not, is a gesture of desperation—an effort to put excitement into the passing moment and to avoid thinking of tomorrow.

The more we study our chart, the more clearly we see that the covering characteristic of our age is uneasiness:

Restlessness instead of rest—because repose is impossible without a core of inner confidence.

Self-indulgence instead of self-discipline—because there is no incentive to self-discipline unless there are standards of behavior clearly and steadily held to be good.

Desire for the new or novel instead of affection for the old and tried—because where there is a sense of lack, without a clear sense of what is lacking, the natural impulse is to try one thing after another in the hope that it will satisfy.

Show instead of solidity—because surface effects become desperately important as protective devices when the self feels unequipped to meet and handle life.

Dependence instead of self-reliance—because the baffled self, tired of problems too big to understand, seeks rest by shifting responsibility.

Gregariousness instead of solitude—because a lot of people doing the same thing at the same time make what is being done seem important whether it is or not, while solitude makes the in-

dividual self rely solely upon its own resources.

Luxury instead of simplicity; ostentation instead of restraint—because luxury and ostentation can be put on, so to speak, from the outside, as protective covering, while simplicity and restraint call for selective judgment and the confident exercise of individual taste.

Easy generosity instead of wise giving—because wise giving calls for a measuring of relative values, while easy generosity lets impulse have its way without the intrusion of value-problems.

Quick impressions instead of genuine thought—because, again, it is less frightening to live on the surface only, when searching below the surface means tapping a reservoir of doubts and contradictions rather than of confident faith.

It would be nonsense to talk as though all the trends of our day were unfortunate. It is the constellation of trends that reveals our deep uneasiness. There is nothing wrong, for example, with a desire for the new. But this desire is one thing when coupled with ostentation and self-indulgence and quite another when coupled with self-discipline, self-reliance, and genuine thought. In the latter case, desire for the new may lead to necessary reform. Again, there is nothing wrong with gregariousness. People have to enjoy being to-



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gether—working and laughing and thinking together—if our kind of society is to thrive. But gregariousness coupled with dependence and restlessness must always make for shallow human relations. The trouble, in short, is that there are too many simultaneous trends toward the unquiet and unsure—and our brittle pretense that all is well with us makes one recall Hilaire Belloc's wry couplet:

I said to Heart, "How goes it?" Heart replied,
"Right as a Ribstone Pippin!" But it lied.

A Look Within

A CHART LIKE this could start thought going along a number of lines. It might prompt us to ask to what extent advertising has itself helped shape the character described. Or it might tempt us to exclaim, "Woe unto this generation!" I have not printed it here to invite either response. Rather, I hope it will give us a fresh slant on some of the "human equation" problems of our democracy.

How do we individually feel about being described in these terms? Are we proud to know this is how we look to an advertiser who has spent years sizing us up? Or do we confess wryly, "I guess he has my number"? Or do we say, "He's right on some counts, but away off on others"? Or do we argue, "He's hit the nail on the head so far as a lot of people are concerned—most people, maybe. But I'm not like that"?

During recent months, I have presented this chart to a number of different lecture audiences and discussion groups. On each occasion, the most prompt and frequent response has been the same: People have granted its accuracy as applied to people in general; they have dolefully wondered what we can expect of a society with standards like that; but only a few rare individuals have taken it as a point-by-point invitation to measure themselves.

Yet if a rule holds as applied to our society in general, we cannot, in the nature of things, all be exceptions to the rule. Some people are exceptions. But when we find each person making himself the exception, we can only wonder how many of us are, like the Pharisee in the Bible story, thanking God that we are not as others are.

It reminds me of a story a man of my acquaintance tells on himself. As a small boy, it seems, he went through a stage of solemn and self-righteous religion. One Sunday morning the minister preached the sort of sermon that brought the

very fumes of hell into the church. With austere satisfaction he dangled the souls of his parishioners over the pit. The small boy shivered—not unpleasantly. He felt sure of his own salvation. But walking home from church, he voiced to his father the worry of his young soul: "Dad, don't you think you ought to be a better man?"

We cannot go far toward civilization by inviting one another to be better. Our more genuine task is the double one of measuring ourselves by the standards we apply to others and trying to create situations hospitable to the traits we would like other people to show.

What of the Quality Person?

THE QUALITY democrat, in our troubled time, will be neither Pharisee nor Jeremiah. Moral self-congratulation and the solemn pronouncement of doom are alike out of place. For each is itself superficial. Each deplores the behavior of the average human being while missing the reason for that behavior—the deep uneasiness of mind and heart.

The first task of the quality person is to check up on himself—to find out what core of confident belief he can call his own. Does he, in this day when we fight for freedom, believe in freedom—deeply believe in it with his every word and action? Does he believe in truth and justice, in the worth of the individual and the dignity of mankind? Is his faith so sure that, even in the midst of bafflement, he can feel the presence of standards he must never flout?

His second task, it seems to me, is that of being a person with whom other people can be at peace—with whom they can admit their doubts; with whom they need not keep up any competitive show of importance.

It almost seems that each of us carries invisibly with him an encircling atmosphere—as the earth carries its atmosphere through space. Within one person's sphere we find ourselves restless, keyed up, anxious to appear well endowed with property and prestige, shy about talking of the things that mean most to us. The quality democrat carries with him an atmosphere within which other people can quiet down—and slough off pretenses—and take a deep breath.

In a world like this and an age like this, the quality person must not be one who simply adds to the general confusion. He must be one who, although flexible enough to adjust to change and modest enough to have many doubts, is yet firm at the core. He knows what he knows.



Wanted—Citizens on the Farm

WM. MCKINLEY
ROBINSON

HUNGER in many parts of the world, plus the present and anticipated restriction of food within our own country, brings sharply to the fore the oft-repeated statement that food will win the war and write the peace. With our growing appreciation of the vital role the farmer is playing today, most of us feel a new respect for him. On platform, press, and radio greater attention and more fitting attention are given him than ever before. Crude jokes at his expense are out, for the duration at least; they may be out forever if the significance of his way of life, as well as of his occupation, to national well-being can now be brought into its proper focus.

Rural people have risen magnificently to the challenge of production; can they rise as well to the challenge of social statesmanship? Within two centuries, particularly the last one, tremendous progress has been made in our understanding and control of the material world. The future depends largely upon a corresponding advance in our understanding and control of human affairs. Notable progress has been made in this area too, and there is a growing awareness of rural life not as a thing either superior or inferior to urban life nor yet as an adaptation of it, but as a way of life complementary to urban life; somewhat different, but none the less vital in and of

WITH the new importance of farms—the source of food for a sturdy nation—the old expression “as good as wheat” takes on new meaning. We can think of many things we have had in the past that are “as good as wheat.” Wholesome, satisfying rural life is one; sound, up-to-date rural schools are another; strong, intelligent, and contented rural youth is a third. All of these things are more or less threatened today. In this article both parents and teachers will find a challenge to their best planning ability.

itself. We are realizing that urban people as well as rural people have a stake in agricultural production and in the farmer's material advance; urban people as well as rural people have a stake also in the quality of life—the human advance—that is within reach of the farmer and his family.

The Plight of Rural Education

IN THE program for action recently adopted by the World Alliance for International Friendship Through the Churches is to be found this statement: “Our nation can not take the place of leadership to which it is obligated by its resources of men and means, as well as by its ideals, if it is not loyal to those ideals in its own life.” In any list of those ideals would be equality of opportu-



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nity, and in this respect we must put our own house in order. When we are indifferent to equality of educational opportunity for the boys and girls of rural America, we are not only depriving one half of our future citizens of their rights, but jeopardizing the future of us all.

Rural education is facing a crisis. More than 2,000 schools, mostly in rural areas, failed to open last fall. Twenty-five thousand emergency certificates were issued, hundreds of them to high school graduates quite without professional education. This is the picture as found by the *NEW YORK TIMES*. Nearly 800,000 children of school age have no schooling; as many more have only a few weeks a year; and both groups live largely in impoverished rural areas.

The most immediate problem is the shortage of teachers. Some people, educational leaders included, have felt a certain amount of satisfaction at the closing of so many rural schools. But, granted that some of these schools should long since have been consolidated into larger units, there is no guarantee whatsoever that those which are being closed are the ones that a student of rural community life or education would eliminate. The most casual study of any group of rural counties from as many states would show that the present emergency is not automatically solving the problem of need for larger school units. All too often, in these days of transportation difficulties, children not only are being denied even

meager educational opportunities, they are also being discouraged from availing themselves of whatever schooling is within their grasp. It should be hastily added, for the benefit of those who always associate "bigger" with "better," that smallness in a rural school, with its million-dollar laboratory at its door and its much-to-be-desired cross age grouping of children, need not always be associated with meagerness and ineffectiveness in its services to the children and the community.

The Federal Office of Education reports that, of the men who left their last year's teaching positions, fifty per cent went into the armed forces, fifteen per cent into other teaching positions, and the remaining thirty-five per cent into other types of work. Of the women who left teaching positions in rural schools, that is, those in the open country or in centers of less than 2,500 in population, forty per cent went into other teaching positions and twenty per cent into other types of employment. To a great extent, increased salary accounts for the shifts, \$632 per year being the average salary of rural teachers in one of the Midwest states best known for its agriculture.

Low salaries are but one of the causes of rural teacher shortage. Lack of appreciation is more significant than is sometimes realized. There is no way to measure the boost to teacher morale contained in this statement from an editorial in a recent state congress bulletin: "We congratulate the loyal guards of education who have not lent ears to offers of a little more pay for the duration. We feel that these teachers are continuing their work because it is too precious to be placed in the hands of those who are unprepared."

Conditions, Not Theories

DIFFICULTIES in transportation or in finding desirable living quarters are also contributing factors; probably the most important factor of all is the matter of prestige. The combination makes it fairly easy for war industries, with their added patriotic lure, to attract rural teachers. Indeed, prestige alone, with but a small salary increase, makes it easy for the larger school system to "pirate" teachers from the rural school. Even in these days of justified rationing, the city schools—the "haves"—seem to feel no compunction about taking teachers from the rural schools—the "have nots"—without so much as a gesture of gratitude, in spite of the fact that the rural schools have been the proving ground for their recruits. And in this they are often aided and abetted by schools of education. Any number of urban schools employ only experienced teachers. Some of them recently have been reemploying married women who were formerly forced into rural positions

in order to remain in their profession. There are a number of states with double standards of certification for rural and urban teachers. All these conditions contribute to the loss of rural teachers today.

The difficulty has not been wholly, probably not even primarily, with the educators. Rural people desiring better opportunities for their children have all too frequently moved to cities where the advantages were to be had rather than struggle for them in their own communities. Sometimes it has been economically impossible for rural people to afford better schools, and—individualists that they are—they have accepted their dilemma as their own bad luck instead of looking upon it as a problem of social significance, as urban communities, which often have more aggressive leadership, usually do. Even though a disproportionate share of the nation's teachers has come and still does come from rural communities, both the teachers and their families have failed the rural children in that they have looked upon professional education as the high road to greater prestige and income. To some it has frankly been a means of escape from what they have considered the dullness and drudgery of rural life.

Back of all this lies the almost inevitable impoverishment of rural life that accompanied the rapid and tremendous industrialization of our nation. But now that that industrialization and the rise of our nation to a place of leadership in the world are accomplished facts, there exists little if any excuse for urban gain at the expense of rural well-being. Both urban and rural people share responsibility for the better balance. The pity is not that educators have followed the prevailing pattern of advantages, but that they have not been statesmanlike enough not to take further advantage in this time of emergency, when, for the time being at least, society is learning from the rationing program the justice of distributing life's essentials equally to all.

Youth and the Rural Manpower Crisis

DEPARTURE from rural communities has not been limited to teachers, as the general public is beginning to realize. Two studies have been made recently in a state in which normally about one third of the population is rural. In one study it was found that, of the farm-reared boys eighteen to twenty-seven years of age in one county in 1940, in the summer of 1942 approximately one third were to be found on farms, one third in industry, and one third in the armed forces.

The other study showed that the net loss of farm manpower for the state was eight per cent. But more illuminating was the fact that there

was a net loss of twenty-three per cent in the number of male family workers between the ages of eighteen and forty-five years and a loss of thirty-six per cent in the number of regular hired men. These losses were made up in some part by increased employment of women, children, and elderly men, "but anyone who knows anything of farming knows full well what a poor substitute a woman or a fifteen year old boy or a 70 year old man is for a good strapping farm hand of 25 or 35."

Poor substitute though he may be, yet the services of that fifteen-year-old boy and his companions will probably prove essential to agricultural production for the duration. Herein lies another challenge to our social statesmanship; a challenge, incidentally, to the National Congress of Parents and Teachers, down to the smallest rural unit within it. In most rural communities the school and the P.T.A. are the major if not the only agencies that have much concern for the welfare of children and youth. They must maintain a calm and steady sense of values.

Paul V. McNutt, of the War Manpower Commission, has stated: "I wish to emphasize the conviction that services of young workers under 18 . . . must be used in such ways as to bring about their maximum contribution to manpower needs consistent with their health and welfare and with the fullest use and development of their aptitudes and abilities. . . . Relaxation of school attendance laws and child labor standards embodied in state and federal laws at this time, is not necessary to meet manpower needs and would have a serious and harmful effect on our youth and the contribution they will make to the manpower needs of the nation. . . . I think that in most cases youth under eighteen can best contribute to the war program by continuing in school and, when their services are required, accepting suitable employment outside school hours and during vacations."

The widespread scatter of units of employment in agriculture makes difficult the administration of standards. Pressure for production, the patriotic zeal of youth, and the ever-present temptation of higher pay will make easy the exploitation of youth. It will be everlastingly to the credit of our rural citizens if their social statesmanship in this instance measures up to their newly found national prestige as producers of essential materials of daily life.





Notes from the Newsfront

American Ingenuity.—Some of the substitute products and materials now in use are better than the originals. Nylon bristles for paint-brushes are superior to the hog bristles formerly used, and the important drug atabrine, used for malaria, is in some ways even better as a remedy for that disease than quinine. Many new and useful products are made from petroleum, including substances employed in making artificial rubber, high explosives, and alcohol. Artificial dental plates are now being held in place by magnets.

British Broadcasting.—Oddly enough, the single voice most heard over the British radio is that of Adolf Hitler. For many months the BBC has been broadcasting to Germany recordings of Hitler's war addresses, in order to make sure that the German people will remember his early boasts and his rapidly disintegrating assurances of a Nazi victory.

Soldiers Buy Bonds.—The sale of war bonds and stamps is by no means confined to civilians. As of November 1942, two million soldiers were investing an average of \$6.50 each payday.

Seagoing Landlubbers.—Navy recruits who must be trained at inland camps, far from sight and sound of the ocean, are supplied with all the nautical atmosphere that can be worked up on shore. When a man is on the base, he is said to be aboard; when he leaves it, he goes ashore. The stairway is called a ladder; the hall, a companionway. Sailors sleep in hammocks. But there is one aspect of a life on the ocean wave that the Navy has not yet been able to reproduce: namely, the rocking motion of the sea, with its well-known tendency to cause seasickness.

Black Market Beef.—To protect her country's war effort against sabotage and her own family against disease from infected meat, every housewife is urged to buy only government-inspected beef. The black market in meat is already well established. As time goes on and meat is rationed, the danger will increase; the high prices obtainable for meat offered the customer "as a special favor" will cause many persons to engage in secret butchering of cattle unfit to be used as food.

Facts in Feathers.—The penguin, as everyone knows, is a diving bird. What everyone does not know is that every time it dives a conveniently transparent film drops over its eyes, so that it can see without getting water in its eyes. The albatross has so wide a wingspread (about twelve feet) that it is obliged to take off like an airplane, facing the wind and running a short distance before it can fly. Eagles, which build their nests of large sticks and boughs, often construct these mountain mansions to weigh nearly a ton. The wise old owl is not as wise as he looks; when he attacks his prey he often utters a cry of joy so much ahead of time that the mouse gets away.

Women Can Work.—Women in high-powered war in-

dustries are giving a good account of themselves. Actual experience proves them equal to men in dexterity, speed, accuracy, patience, and interest in the job. Even more than men, they are curious and inquiring about the work, perhaps because it is new to so many of them; they investigate, analyze, compare. This often results in practical suggestions for greater efficiency. The morale and patriotism of women workers reach high levels everywhere.

Victory Corps Advance.—The many-branching work of the High School Victory Corps has made such notable progress as to leave no doubt whatever that its organization has been richly worth while. Members of the Corps are constantly submitting ideas for new efforts, and the more practical among these are being promptly adopted. The Corps program covers virtually every phase of the war effort, from wartime home economics to preflight aeronautics. Physical fitness is particularly stressed, and consumer education, including thorough training in point rationing, is a prominent feature.

We Can Do Without Them.—Consumer casualties now include whipped cream, pajama collars and cuffs, attachments for vacuum cleaners, and portable electric lamps and shades. The War Production Board has banned manufacture of these for the duration. Because of the need for alcohol in making explosives, more and more alcoholic toiletries and cosmetics are being discontinued.

Easter Bunny Goes to War.—No more chocolate eggs and chocolate rabbits until the war is over! Chocolate supplies are limited, and better food use of what chocolate is still available can be made in other ways.

Trend of the Times.—The coffee situation is being accepted by most Americans with high good humor, it seems. Cartoonists set it forth in many amusing ways, and it is said that one midwestern homemaker, when presented by her housekeeper with a pound of coffee as a Christmas gift, moaned to her husband, "Just think—a pound of coffee, and all we gave her was ten dollars!"

Amateur Experts.—A group of homemakers in a certain county of the state of New York meets to pool work in reconditioning and reupholstering worn furniture. Amazing results are obtained. Many other ingenious projects have come to light since the war began, including that of a girl who has built herself a little business in making booties for babies out of old felt hats. Her sister's specialty is the manufacture of mittens and leggings from old woolen underwear dyed in bright colors. One farmer's wife furnished her living room with the upholstered seats from the worn-out family flivver, by putting short, sturdy legs on each seat and covering the whole with bright cretonne.

Gardeners Awake.—With the coming of March, it's time to begin thinking of Victory gardens again. More important than ever are these heartening aids to Uncle Sam's victory program—and there's no point rationing of vegetables you put up out of your own back yard!

FOUR BRAKES

on *War* Marriage

THERE has never been a subject that has caused more violent discussion between parents and their children than the question of marriage in wartime. If the prospective groom is of an age to be drafted or to volunteer for war service, however, and the bride-to-be is old enough to be marriageable, parents must expect to make some adjustment of their point of view.

It is natural for parents to desire the best of everything for their children. It is equally natural for them to wish to protect their children from strain. But during a war it is possible for parents to offer more protection than is good for the young people.

Adults have to live their own lives. And persons over twenty-one, unless they have been very badly trained, are adults. They have a right to make their own choices, provided they have taken into account all the possibilities of strain and trouble and are willing to carry through their plans no matter what the cost.

This applies to plans of any kind. To marry or not to marry in wartime is only one of the questions in which this right of choice operates, but of course it is one of the most important.

There are four questions it is wise to raise with both the man and the girl who are considering marriage. The answers to these four questions may serve as brakes, or they may indicate that brakes should be removed and the marriage take place.

The first is: "How well do you know each other? Are you sure that there is a sound basis for this attraction, a basis sound enough to last when all the emotional excitement of war has passed?"

Couples who meet on Monday, go dancing on Tuesday, and get married on Wednesday may possibly make a success of marriage, but the odds are all against them. Love at first sight probably does exist—since there is one of everything in human behavior!—but it exists so rarely that it is not safe to take a chance on. It is far better for a couple to wait until they know each other well before they marry, even if they must wait until the war is over. What looks like a marriage for a lifetime may be only a rehearsal for Reno. There is a strong tendency for indi-



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MARRY in haste and repent at leisure" our elders used to warn us. And the truth of that warning is felt as never before when we see hasty and ill-considered marriages taking place between Uncle Sam's defenders and the young, enthusiastic girls who speed them on their way. What can be done about it? In this article a keen analyst of marriage and family life offers a few pertinent and well-timed suggestions.

**ADA HART
ARLITT**

viduals of the same age group and the same social group to "follow the leader" and do what the leader does without too much thought beforehand. This tendency must be watched. No one seriously objects to it

when it causes young people to see the same shows, wear the same kind of clothes, arrange their hair alike, use the same slang, and go to the same plays; but it is a different matter when it leads to marriage without due consideration. Parents cannot wish their children to marry unless they are sure that the marriage will be lasting.

The first brake on wartime marriage, then, is the answer to this question: "How well do you know each other? How well are you suited to spend your life together?" Marriage is not for the few weeks that will elapse before the groom leaves for the service; it is for forty, fifty, or perhaps even sixty years of everyday living.

The second question that should be asked is: "Are both families back of you? Do they approve of this marriage—or, at least, offer no strong opposition?" Research shows that strong opposition

from either side of the family is always a detriment to successful adjustment in marriage.

If the girl and the man have to be separated, most or all of their contacts with each other and those of the man with his family are made by letter. This enables all the irritation felt by the members of the two families to pile up. And this accumulated friction may cause serious trouble when the bride and groom meet again.

If the girl lives with her father and mother, as she frequently does, and the mother and father employ the usual parental techniques to express their disapproval of her marriage, this, added to the distress she feels because she is separated from her husband, may be too great a burden for her. The war bride is usually young, and youth may be tried too severely for its endurance.

If the family of the bride and the family of the groom have agreed to the marriage, both will do their best to make the separation easier for their children.

Family solidarity is one of the greatest aids to personal security. Without this family solidarity the bride and groom may become increasingly insecure within themselves. Insecurity is apt to result in anger against the people who have caused it. An insecure bride and an insecure groom may become more and more irritated with each other. If this occurs before they have had a long and happy life together, the success of their marriage is, to say the least, uncertain. If the bride is to have a child in the absence of her husband, this sense of insecurity may become unbearable. If the husband were at home—even though the family had been opposed to the marriage—he could build up his wife's security and she could build his; but since he is away she is already feeling uncertain, as is he, and only the concerted effort of integrated families will make these two feel steady in their married life.

The second brake on war marriage, then, is the answer to the question: "Is the family back of us?" If the answer is "No," that should be almost a sufficient brake in itself.

The third question is: "Are you strong enough

to take whatever comes?" There is always the possibility of widowhood or of the return of a disabled husband. If the bride and the groom really mean "for better or for worse," the answer to this question will not put on a brake, for they are really marrying for life no matter what comes. If they have not thought this through clearly, then the marriage had better wait until they have both thought it out and talked it out.

Now as to the final question—and this will put on the fourth brake: "Are you willing to undertake a long-time program to make him feel that he is a part of the family life even when he is away from home, or are you the type of person who must pour out all of your troubles and uncertainty no matter who gets hurt?" If the young wife is not willing to make a success of the marriage when her husband is away from home as well as to work toward it when he is with her, this unwillingness constitutes the fourth brake.

THERE are a number of ways in which both bride and groom can work toward a solid family life even while they are apart. First, they can write in such a way that each will open every letter from the other at once with pleasure and will feel much happier after reading it than before the letter came. If the letter is adequate, it will be kept and read and reread until it is worn out. If not, the receiver has had an unpleasant experience in connection with the person to whom he or she is married. Some of us have known people away from each other to leave letters unopened for two or three days for fear of what might be in them. When the couple have reached this stage the marriage is already unsafe. But this and other cautions about correspondence, together with the various ways in which the couple can work to keep their marriage secure, are the subjects of another article.

Free wheeling in marriage is to be approved, but not unless there are four-wheel brakes and these are working in such a way that there are no side slips, skids, or unnecessary and sudden stops.

IN MY capacity as a consulting psychologist I have had to bind up the wounds of many of those who made hurried marriages in the last war, and I know that not more than five per cent of those marriages remained happy. Here are some of the common complaints of war brides after the husbands returned: "I find it hard to get acquainted with him; he doesn't seem to know me as he did before he went away." "He isn't sure he loves me; he wants to dance with lots of other girls." "He doesn't want children now; he says he wants to play for awhile." "He has changed and I have changed; I didn't think we would." . . . The time of a soldier's return is a period of great adjustment for him; and the end of a war is a period of great readjustment for the world about him.

—DAVID SEABURY, *Town Meeting of the Air, July 23, 1942*

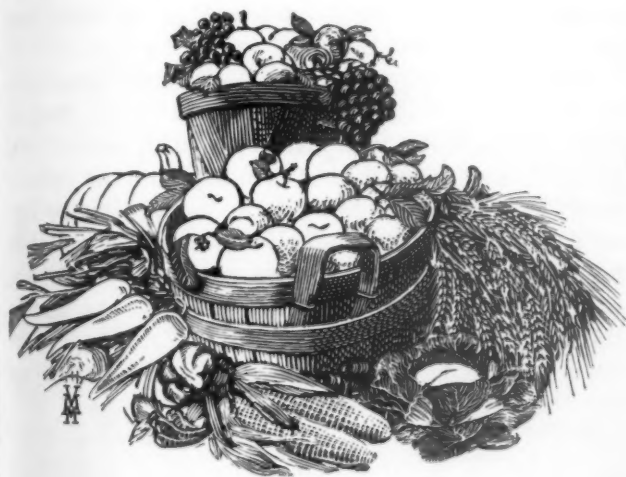
Getting the Most Out of Food

NEVER a minor item in the business of living, food today is at a peak of importance never before realized. Every family, whether its budget for food is low or liberal, is faced with the problem of planning meals that will give everyone concerned the best possible nutrition.

Careful Buying.—Some principles of wise buying are as follows:

1. Plan first; buy later.
2. Shop around. It takes time to find the best buys.
3. Buy in quantity whenever possible. It's less expensive.
4. Buy by weight, not by "a dime's worth" or "a dollar's worth."
5. Watch the scales. Don't accept short weight.
6. Buy foods in season.
7. Read all labels. They're important nowadays.
8. Beware of black markets; observe all price ceilings.
9. Check all purchases before leaving the store.
10. Keep up to date on nutritional needs.

Facts About Eggs.—Eggs, which may be served at any meal, are an important item. The better grades may be used for frying, poaching, and boil-



ing, as well as for making omelets. The lower grades are useful for cooked dishes that have other food flavors. For best results, eggs should be cooked slowly; quick cooking makes them tough. Eggs should be kept in a cool place.

Milk and Its Possibilities.—Every family should drink milk, cook with milk, and eat milk in the form of cheese. For members of the family who don't like to drink it, this all-important food should be "hidden" in soups, sauces, gravies, baked foods, ice creams, and puddings. Vegetables

and cereals cooked in milk have increased food value. All unpasteurized milk should be boiled before drinking. Milk need not be bought every day; in a good refrigerator it keeps well.

Fruits, Vegetables, and Vitamins.—Leafy, green, and yellow vegetables should take top rank on every marketing list. Every day should see every family eating some of the foods rich in vitamin C—oranges, grapefruit, tomatoes, raw cabbage. Much greater use can and should be made of raw vegetables. Root vegetables should be cooked in their skins.

The Main Dish.—Meat, fish, and poultry form the basis of most meals. Only tender meat is suitable for broiling or roasting; tougher cuts should be stewed, smothered, ground, or treated as pot roast. All meat except that which is broiled should be cooked slowly. Meat trimmings and bones make good soup and help to flavor vegetables. Liver, kidneys, and heart have high food value.

The Staff of Life.—Bread and cereals are needed in abundance. Whole grain products are best; highly refined cereal products lose much of their worth in the refining. "Enriched" breads and flours are more nutritious than plain.

Energy Requirements.—The energy needs of the human body are supplied largely by fats and sweets. Most people, however, eat more of both than they need. Fat-soaked foods are difficult to digest; this is why nutrition experts usually disapprove of fried foods. A due allowance of butter is needed by every member of the family. Butter, as well as all other fats and oils, should be placed in a tightly covered container in a dry, cool, dark place. Drippings and bacon fat should be saved to use in flavoring other foods. With regard to sweets, white sugar, as well as all other refined sugars and sirups, is good only for food energy and flavor; molasses, sorghum, and other unrefined sirups have additional values.

It's All in the Planning.—If competent planning extends over the whole course of all food from the market to the dinner plate, the family will have no cause to complain about either appetite appeal or nutritional value. In buying for the family's meals, each homemaker should keep firmly in mind that the most expensive food is by no means always the best; information easily available will show her what to buy. Flexibility in planning is important. If one or two alternative foods are thought of in advance, the day's or the week's plan (a weekly plan is better) will not be upset by an unexpected shortage.

These notes were prepared from a recent release of the Bureau of Home Economics, U. S. Department of Agriculture.

The Ordeal of German Youth

PROFOUND changes are going on in our world. We are not always able to follow them through the mists of the war. For instance, what is the present relation of the Nazi state to the youth of Germany? On New Year's Day, 1941, Goebbels still boasted about the strength of Europe's "young nations," that is, the fascist nations. He does not boast any more. He and other Nazi leaders have lately become silent with regard to the youthfulness of the new Germany and the enthusiasm and faith of the young people of the Nazi state. Little of either is left in Germany today.

In fact, young soldiers facing a firing squad are more truly symbolic of the new Nazi-youth relationship than are the parades of earlier times. The Ten Points of the first National Socialist program, around which German youth rallied so eagerly, have been forgotten. Today there are ten "commandments" for the fighter in Russia. I shall quote only Number 9, but it is typical.

"Be tough! War in the extremes of heat and cold in Russia, knee-deep in icy mud or choking dust, requires strong men. When the Bolsheviks attack in mass, our casualties are often so great that a young soldier needs a stout heart to stand it. He must always be aware that he may lose his life. Only people who are firm in the hour of mortal danger are good enough to fight against Bolshevism. *Weak natures must know that their commanders are hard enough to punish cowardice with death.*"

Death in the Russian wastes, death in bombed areas at home, slavery in the service of the Nazi war machine—not the old vision of mastery of the world—is what the Nazis now offer to German youth.

This change came suddenly, when, after the invasion of Russia, the war came home like a boomerang to Germany. Since that time we who used to be connected with the underground have received direct news from the changing inside of Germany only occasionally. In this news there is one monotonous repetition: the account of friends who are dead. Some have been executed;



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many more, the younger ones, have been killed at the front.

Youth Pays the Toll

AND IN one point all estimates agree: The losses are primarily losses of young soldiers. It is from men aged eighteen to twenty-five that shock troops, parachutists, pilots, tank crews, and submarine crews are recruited. It is the youngest among the young who suffer the highest percentage of casualties in this war. During the last war, of the two million Germans killed, about one third

were twenty-one to twenty-seven years of age. Calculations based on obituaries in German newspapers show one third of the fallen soldiers in this war to be under the age of twenty. A whole generation of German youth has already been more than decimated.

What is this generation? *The male population from eighteen to twenty-five years old*, that is, those born in the years 1917 to 1924, should total about five million, taking into account the reduced birth rate in 1917 and 1918. According to conservative estimates, nearly one million of them have lost their lives. As the ratio of wounded to dead is about three to one, we have to assume that three million of these young people have been wounded. One and a half million of them are permanently disabled.

These figures should give us some idea of the new relation of this young generation to the Nazi regime. This is the generation that was eight to fifteen years old when Hitler came to power. These boys were the first *Jungvolk*; they grew up to be the prewar, the classic Hitler Youth. You have been warned of the danger this generation—infected by Nazi education, promised mastery of the world by Hitler, and lusting for power—presented to the world.

Blood and Bondage

OUR FEARS appear somewhat obsolete today. There will soon be only a few more males of this generation left.

PAUL HAGEN

What about the girls and the young women of the same age? From the age of fifteen on, the German girl is drafted into the service of the war machine. The young women of Germany, like the young women of other countries at war, are called on for arduous and dangerous duties; the difference is that they do not get the recognition for their services that, let us say, the young women of England get, because the Nazi society is a male society.

For most German girls life today is "without beauty and without fun." The young men are all away on the battle fronts of Europe and in the Nazi *Lebensraum* of occupied countries. At home there are millions of foreigners, forced workers sent to Germany without their wives. Strict laws forbid association between German women and foreigners; Nazi justice endeavors, in these completely abnormal circumstances, to protect the "purity of German blood," but to no avail. The courts are busy with cases of alleged irregularities. The Nazi substitute for a happy family life, at a time when the fathers of the next generation are dying by the hundreds of thousands, is to offer the protection of the Nazi Party to unwed mothers of soldiers' children, thus preparing recruits for the next war.

The Inevitable Reaction

EVEN BEFORE the war, the "lost generation," unobserved by most foreign observers, had

ONLY a few years ago the youth of Nazi Germany was ablaze with devotion to the principles of the new Nazi state. The worship of a dictator had eclipsed every other ideal, and boys and girls alike were taught that life could hold no higher destiny than to die for their leader and the perpetuation of his cause. How is it with those boys and girls today? The answer to this question, in all its tragic truth, is presented in this article by one who knows that truth only too well.

begun to develop a pattern of disappointment. The glorious Nazi state had become the state of their elder brothers and their parents. Ten years is a short time in history but a long while for one generation. The Nazi state had been the creation of an earlier Hitler youth, men and women now aged twenty-five to thirty-five; there was nothing new and sensational for our newcomers about this regime. They started to be critical in a primitive way; they began to express a lack of confidence in the older Nazi leaders of Germany, to be disgusted with their dishonesty, to hate their bureaucracy.

Now there is a *new group, the children*, born a few years before or even after Hitler took power. Among them are the youngsters fifteen, sixteen, and seventeen years old, who, romantic as they may be, will by now have learned something of the dangers that lie ahead for them.

Since they have seen the fate of their older brothers, it is hard to believe that most of these boys are impatient to take their places in the front lines. Many children in this age group have been evacuated from bombed areas; hundreds of thousands of them are living far from their families in protected districts like Austria and the Protectorate, and all are drafted for hard work. They receive, on paper, four dollars a month to replace their clothing (if possible) and twelve cents a day pocket money. This is their reward—a poor one, surely—for the sacrifices they are called on to endure.



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The Regime Is Weakening

IT IS true that the Nazi party does its utmost for these young people, potential recruits for the army. But even the Nazis are getting tired; often things do not work according to plan. It is significant that there has been a great hue and cry in the Nazi press about increased delinquency among young people. One of their chief crimes in the cities is stealing, and frequently it is food that is stolen. Church leaders have protested about immorality, and in Silesia it was necessary to abolish community lodging houses for young workers.

In spite of this not very attractive picture, the young people in Germany are privileged in relation to the rest of the population. They get more to eat than do civilian adults; they are evacuated from areas where there is danger of air raids. But it is hard to imagine that girls and boys of this generation will become an ardent Hitler Youth.

What about the *still young Nazi leaders*, those between twenty-five and thirty-five, the privileged whom Hitler called from the streets into the new power positions in 1932? Even they have lost some of their Nazism and fanaticism. This generation participates too in the losses at the front. Nazi papers display reports of S. S. units fighting in the most dangerous sectors. This propaganda is evidence of uncertainty in Nazi quarters because of the growing wave of grumbling among the masses in Germany.

On the Nazi Military Front

MORE RECENTLY, many among this generation have been impressed by the high morale and bravery of the Russians. One German soldier wrote home: "One should not assume that just blind fanaticism is driving the Russians on. . . . For these people, the great social problems are not just a luxury; they are able to sacrifice themselves, feeling that they are a millionth part of the Russian proletarian fatherland."

German propagandists at home are afraid of the soldier on leave from the Russian battlefields. His face reminds them, they confess, of "the countenance of the unknown soldier of 1918." German papers contain many pep talks, intended to bolster the morale of soldiers and civilians alike.

In all of the material on Germany available in the last year, I have found no document more significant than the following letter, which was published in the spring of 1942, in the *Westphalische Zeitung*. It was written by a Nazi soldier in the East to his family. "I am on guard duty. Upstairs

my comrades are having a drunken party. If I weren't on duty, I would be drunk too. I am thinking of home, I remember one night so vividly. It was on the hills with the Hitler Youth. How gay we were and full of confidence as we watched our campfires burn. We sang songs about the new freedom, about honor, faith and victory, and we swore an oath to our future. But now, we boys whose laughter once rang out over the hills have grown up. We know now what hard things duty demands, we know now what it is to die. There is no time for campfires in the hills. What we would like to know is whether those fires that symbolized so much to us are still burning at home. Do they still burn in people's hearts, or were they only there for a moment and are dead now, and courage and hope extinguished with them?"

What Is in Prospect?

LET US sum up. The Hitler Youth of today are becoming literally a *lost generation*. Only the Hitler Youth of yesterday is *still the backbone of the regime*. There are always hundreds who defend the falling flag of a beaten dictator. There are still those very determined hundreds of thousands, the leaders of the Black Shirts, the S. S. Troops, the Nazi party, and other Nazi organizations. They will try to fight even after the armies are defeated, their backs against the wall. They will be like gangsters, knowing that they cannot surrender and live. But even in their generation there is another group, a group that has begun to doubt and to think.

Great wars are great destroyers as well as great educators. Out of the defeat of Imperial Germany came an anti-imperialist youth in 1918. It did not find enlightened leadership and favorable conditions. Fourteen years later the youth had turned again; it was bitter against the weak democracy under which it had unemployment; it was caught up by Nazi romanticism. Now, ten years later, in accordance with the unchanging rule that no youth follows the path of the older generation, a new youth has begun to turn anti-Nazi. In the hour of defeat the Nazi society will be accursed among German youth.

The essential problem of reeducating German youth after the war will not be how to educate Nazi theories out of them; that will have been done by history itself. The essential task will be to lead them out of the despair, the confusion, and the uncertainty about all values in which the Nazi breakdown will leave them. I am convinced that the best reeducators then will be the young leaders of the German underground, the only German flag-bearers of a genuine democracy.



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JOHN E.
RYCKMAN

Make yourself at home in War Town



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WOMEN in a thousand war boom towns from coast to coast anxiously seek answers today to a multitude of new problems concerned with community facilities for living. Literally, their problems are as commonplace as dish-water, hospital beds, school desks and fire engines, but the solution of each of them is very important indeed in the nation's fight to smash Adolf Hitler & Company.

Very few things are the same as they were eight months ago in these thousand war towns. Fields that were covered with corn stubble last fall are trailer town sites today, with populations of several thousand. Crossroad hamlets have doubled in size between one sun-up and the next and then redoubled within the next week. Cities have not been excepted; they too have felt the pinch of providing decent accommodations for the mobile legions of production workers.

Women living in war boom towns are daily demonstrating that they are more than willing to do their part in the all-out effort to produce the tools for victory. Housewives are hauling water from wells as many of their grandmothers did before them; they're using kerosene lamps and candles where electricity is unobtainable; they're cooking with wood in ranges and baking in outside Dutch ovens. In trailer camps and cottages you will see them doing the family washing in old-fashioned wooden tubs. They cultivate Victory gardens in their spare time with one hand, so to speak, and bring up the children with the other.

Armies of them, in addition to keeping house, work alongside their men in powder plants and

machine shops. They're making skis for ski troops and sleeping bags to keep our doughboys in Iceland warm. They're working in airplane factories as riveters, tractor drivers, hydropress operators, oxygen tank testers. You'll find them packing parachutes, inspecting shells, making uniforms.

Employment of additional thousands of War Town mothers is being made possible at this moment by the establishment of nursery schools through the use of Lanham Funds administered by the Federal Works Agency. Here children may be left in the safe custody of specially trained teachers during the hours that the mothers must work. This program will replace and extend the nursery schools of the Work Projects Administration, which has done valiant pioneering in this field and which is being liquidated as this article goes to press.

But children are only one problem. The authorities of an Illinois village suddenly awoke to the fact that many of their wells no longer reached the water table in that area, owing to the emergency drilling of numerous other wells by war production plants surrounding the village site on three sides. A village in Minnesota found that the increased number of war workers' children in the community necessitated the hiring of another teacher and a part-time janitor, as well as the purchase of more books and equipment.

In a Pennsylvania town jammed with war workers, a pumper and fire-fighting equipment were required immediately to reduce the hazard of a possible general conflagration. A Kentucky

hamlet had to arrange for an extension of its sewerage system. A Colorado town, a Wisconsin city, and a Texas county were confronted with the urgent need for new schools.

The patriotism and morale of the women of War Town are high, but so are their American standards of living. For their husbands and families they ask for livable quarters, good water, good sanitary facilities; there must be classrooms for their children; there must be recreation and hospitalization facilities.

By enactment of the amended Lanham Act, Congress has recognized both the needs of the war workers and the problems of the localities affected. And in the hands of the Federal Works Agency the legislators have placed a great part of the present job of keeping ahead of requirements.

The Lanham Act provides that in any area or locality where an acute shortage of public works or equipment for public works necessary to the health, safety, or welfare of persons engaged in national defense exists or impends, FWA is authorized, with the approval of the President, to relieve such shortage. This authorization is conditioned on evidence that the necessary works or services "could not otherwise be obtained when needed, or could not be provided without the imposition of an increased excessive tax burden, or an unusual or excessive increase in the debt limit of the taxing or borrowing authority."

TODAY the demands on FWA for assistance not only are the greatest since the agency was created, but the difficulties in performance are the most trying. This latter difficulty, Administrator Philip B. Fleming of the Federal Works Agency points out, is due not so much to the lack of money as to the very grave scarcity of critical material.

Up to the present, FWA has had requests for public works that would have cost in excess of \$2,000,000,000. Since there never has been more than \$300,000,000 available for the war public works program, it's simple to figure out that not all projects can be built.

Perhaps the best idea of what is entailed in war public works may be obtained by looking over a list of the projects approved for FWA construction by the President and announced on one day recently. In all, for this particular day, there were listed forty-eight projects in twenty-three states and the District of Columbia.

There were thirteen applications for hospital facilities or additions to existing hospitals; four for extensions or improvements to sewer systems; six for health centers; seven for recreational facilities; eight for waterworks projects; five for public health facilities (as distinguished from hospitals or health centers); three for garbage

disposal projects; one for a comfort station; and one for street improvements.

The total cost of the forty-eight projects was estimated at a little more than \$5,000,000, of which a substantial portion was to be furnished by the applicants, but included in that percentage were loans by FWA totaling \$165,000. The largest project was for a 120-bed hospital at Pine Bluff, Arkansas, and the remodeling of an existing building for use as a nurses' home. The smallest involved the purchase of \$560 worth of equipment for a rural Arkansas school district.

Not all of these projects may be built. A review of war public works improvements now under way provides not only for the elimination of all projects not indispensable to the war but for the reduction of critical materials to a minimum.

MANY projects that were considered not only desirable but entirely practical by FWA officials as recently as a few months ago no longer seem possible. Some will be abandoned, others will be redesigned, and some must be halted.

Administrator Fleming has said that hereafter approved projects will be given priority according to purpose in this order: First, water supply; second, power; third, fire-fighting equipment; fourth, sewerage; fifth, access roads and bridges; sixth, hospitals, health centers, schools, and recreational facilities—the order to be determined in each area by the Federal Security Agency and the Federal Works Agency on the basis of need.

From these facts and figures, it may be seen that the Government is striving hard to do its best for the women and men of War Town. Cooperating in the general plan to assist individual localities and provide living facilities for the nation's production workers are the National Housing Agency, which is building thousands of houses and dormitories; the Federal Security Agency, which sees to it that adequate hygienic, educational, and recreational facilities are provided; and many other Federal agencies and administrations.

By no means all of the answers are provided by Uncle Sam. The women of War Town are living with the problems. They and their husbands have to dig into their savings to find part of the money for the sewer addition or the new school.

And they're doing it cheerfully. Things may be tough in War Town, but the men and women living there know that things are much tougher with American boys on the beaches of the Solomons, in the desert outside Alexandria, or in the jungles of Central or South America. And that knowledge, plus an ideal called the Democratic Way, makes them greet the legions of newcomers to their midst with the cheerful admonition: "Make yourself at home in War Town."

Why Children Lose Their Bearings

MOST articles of magazine length these days seem to be written on one or both of two dominant themes: sounding the tocsin of alarm, and sending forth a prayerful appeal. I shall do neither. What I propose in this brief discussion is to analyze some of the factors that cause delinquency and to estimate their probable wartime modifications.

Such an estimate is necessarily theoretical; no one person can know all that is involved, nor can anyone predict what basic decisions might be taken by a nation engaged in a death-struggle against a deadly opponent. Assuming, however, that no overwhelming social and political change will take place in our country, it is possible to outline some of the causes and controls of youthful waywardness today.

A strong element in our national culture that interacts with various others to produce crime and delinquency is the great emphasis we have too often placed on material success. Under the strain of wartime conditions this emphasis tends to become even more pronounced. And this preoccupation with the material values in life cannot help having an effect on the young. Perhaps its influence would not be so destructive were it not for the contrast between the way of life held up by adults as desirable and the way of life too frequently followed by those same adults in their daily lives.

DISTRESS signals of a hundred kinds are heard on all sides in any nation at war. Some of them are genuine and urgent, some fanciful and trivial. But there is one that commands instant and courageous response—the S.O.S. of boys and girls who have somehow strayed from the trail of social safety. The rising rate of juvenile delinquency in wartime is a thing that can be controlled. Are we doing all we can to control it? Here is the well-considered opinion of an expert.



DAN H. NORTHUP

Most children soon come to perceive the difference between life as it is talked about and life as it is lived. Thus, by the time they reach adolescence and maturity, they assume that the "copy-book maxims" they have been taught are things apart from actual life-principles, that is, things meant for show and not for use. Naturally, then, it is easy for them to take a view of life that places appearances above reality. The appearance of honesty, for instance, may come to seem to them as valid as honesty itself, as long as nobody detects the difference.

I do not wish to paint too dark a picture. Certainly there are many parents, many teachers, who are attempting to show by their daily lives how deeply they believe in the principles they profess. However, harm has been done—harm that will not vanish easily. The victory is far from won.

Another and opposite factor tending to cause delinquency is the reliance by so many parents on the "guilt reaction pattern" in child training. The English poet W. H. Auden strikes, it seems to me, a singularly profound note when he speaks of "the web of guilt that prisons every upright person."

Unquestionably, conscience is a thing we cannot dispense with. Our social system would certainly go to pieces at once without it. It is the very power of this impulse, no doubt, that causes parents and others responsible for the rearing of children to place too much reliance on it as a behavior control. But it is frequently misused, and as a consequence we see in many children a developing neurotic pattern, a deep sense of unanalyzed, undefined guilt. This type of control can be and often is interpreted by the child as punishment and rejection. Although the immediate end

has perhaps been accomplished, the ultimate end—bringing up an emotionally secure, intellectually independent child—is often compromised.

The importance of neuroticism as a cause of delinquency can scarcely be exaggerated. Every child experiences powerful emotional reactions to his environment. If these reactions are blocked, distorted, or turned back upon the self through an exaggerated sense of guilt, he may respond in any of several undesirable ways. Stealing, abnormal or aggressive sex behavior, running away from home, defiance, and impertinence are among the possibilities. Very frequently, by the time a child is called to the attention of the juvenile court or the child guidance clinic, his behavior has become so firmly established that its correction requires the utmost in time, perseverance, patience, and skill.

In any time of tension, and particularly in time of war, the subtle and complicated nature of these problems is likely to be neglected. Most parents and teachers use a simpler approach, one that seeks immediate results, instead of endeavoring to discover motives and first causes. Inevitably the results are crude, and frequently they are disastrous.

Here occurs an economic element of the greatest importance; namely, the question of funds for child welfare activities in general and behavior control in particular. It is common enough to see newspaper statements by officials and administrators emphasizing the necessity, if not of curtailing present programs, at least of postponing needed expansion.

I am not in a position to judge as to the ultimate wisdom of such a course. However, it has been pointed out, in a news story recently published from England, that even under the most severe wartime pressure in that country it was found necessary to stop reducing or eliminating organized youth facilities and to set up a large-scale program of recreation and guidance. One report has it that juvenile delinquency in England has more than doubled since the beginning of the war. Certainly, if we are to benefit by the experience of our British cousins, we may well examine carefully the question of how far to go in limiting activities that prevent delinquency. More, we may well question the wisdom of curtailing facilities for the treatment of delinquency after it has occurred.

The problem of what happens to sexual morality in wartime is of moment, particularly as it relates to the health and morale of our armed forces and also to the behavior of children and adolescent boys and girls.

As Lewis Mumford has pointed out, war conditions do produce an increase in the observable

signs of sexual irregularity. The reasons for this are social, economic, and psychological. The unaccustomed possession of money by young people newly employed in war industries undoubtedly plays a part, as does the social disorganization that results from the mushroom growth of communities in defense areas. However, the psychological aspect of the question is perhaps the most important; young people tend to feel that conventional standards of behavior may be disregarded in times of extreme uncertainty. Too, they realize that if the war lasts long they may not reach adulthood at all; this feeling stimulates an eager desire to learn all about life "while there is time."

Fortunately, an obvious remedy for this sort of thinking is available in civilian defense activities; a full and meaningful identification of any young person with the war effort should go far toward providing the necessary substitute satisfactions—and providing them in a way that is socially acceptable. The extent to which this is achieved will, of course, depend on the realism and completeness of local defense efforts.

It has been said that nobody can predict exactly what any nation will do in the midst of an actual life-and-death struggle. In the United States, however, it is safe to assume that mass control in the form of regimentation like that employed by the Nazis will never be used. What is required here is rather a concerted attack upon the problem of juvenile delinquency by parents, educators, churches, the organized schools, the parent-teacher



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association, and the community welfare agencies.

The need of close cooperation among all these guiding forces, especially while the war lasts, is apparent. The dislocations of war and the consequent slackening of family discipline call for all the more interest and zeal on the part of the contributing agencies outside the home. Good recreation programs to prevent delinquency, wise and authoritative treatment to cure delinquency—these are the community's responsibility.



Help Your Children Help Themselves to *Health*

IN THESE days of shortages, one of the most disturbing, especially to families with children, is the shortage of professional medical and nursing care for civilians. We have so long been accustomed to depend upon the ever-ready family doctor for reassurance when anything goes wrong that we tend to become alarmed when this reassurance is removed.

When times are normal, of course, it is always better to have professional help whenever possible. But in time of war we must learn to adapt ourselves. There is no better time than now to teach our children self-dependence and to inculcate habits that will insure their continued health.

Why not enlist their active cooperation? Even little boys and girls can learn how to be healthy.

Cleanliness.—Explain to the children the need to be clean both inside and out. Teach them to wash their hands frequently. Encourage them to be regular and thorough about brushing their teeth and keeping their nails clean. Make the daily bath as much a matter of course as going to bed at night or getting up in the morning. Explain why it is important to keep the house clean and sanitary, and let them help in keeping it so. Point out the special efforts you make to have all food prepared in the cleanliest possible way; they can help themselves remember this important need by helping you scrub the carrots or the potatoes, as well as by "doing the dishes" with plenty of hot rinsing water.

Rest.—Afternoon naps for young children and a good night's sleep every night for children of all ages are a "must." And even these are not enough. They must be supplemented with extra periods of rest whenever there is need. A young child who is fretful for no other discoverable cause is likely to be merely tired; he should be put to bed and soothed with a story or with some quiet amusement. Older children are sometimes strongly resistant to the idea of rest; they may be very tired, but they do not realize it. Adolescents particularly

are difficult to convince that they need rest and must take it. Cooperative arrangements among the parents of an entire group of adolescent boys and girls have often made good headway toward solving the problem of late hours away from home. The best results cannot, of course, be secured without the youngsters' cooperation, and this is more likely to be forthcoming if all members of the group face the same requirements.

Exercise.—Teach children of all ages to get plenty of exercise in the open air—and set them the example! Taking a bored preschool child along on an afternoon shopping expedition is not supplying him with the sort of exercise he needs. Go with him into the park or into the open country; take the neighbors' children along and make a day of it. The new transportation situation should result in definite benefit to those of us who have "forgotten how to walk." Take advantage of swimming pools, beaches, country lakes; every child and every adult ought to be able to swim. Encourage children to organize their own outdoor and athletic clubs. Let them plant a Victory garden and work it themselves. Children are naturally venturesome; allow them some latitude for adventure, and don't be too fearful for their safety. Better an occasional scratch or bruise than a child who is ridden by fears. Children who tend to be bookish and to remain indoors need to be shown the advantages of a healthy body.

Nutrition.—As all roads led to Rome in the golden days of the Roman Empire, so in modern discussions of health all topics lead sooner or later to the question of good nutrition. How can we keep children from spending their luncheon money for hamburgers, hot dogs, and soft drinks? For one thing, it is well to remember that habit is strong. A child who has been fed regularly on a diet that includes certain wholesome essentials is more likely to miss these essentials and to demand them wherever he goes than is a child who has always been indulged without limit. We can insure the early formation of good habits, following this with whatever training in the principles of nutrition we are able to "get across."



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YOUR

ARTHUR E.
MORGAN

DURING the first World War there was pressure in some quarters toward severe restriction of educational services and toward focusing all energies to the prosecution of the war. Was it not "a war to end war," a war "to make the world safe for democracy"? With that war won, our serious difficulties would be past, we thought, and the thread of normal life could be picked up with assurance that it would not again be interrupted.

At that time many educators opposed a mutilation of the educational program, holding that a sane, cold-blooded appraisal would convince anyone that great human issues are not solved so quickly. It was obvious that the war would not be the last crisis, and other crises to follow would be no less in need of an educated, self-disciplined people.

SLOWLY and hopefully Americans are coming to understand the meaning of the true community in the present struggle to preserve civilization. Stirred by this understanding, they are doing much needed work to create this community—and doing it on their native ground, be it village, town, or city. But the path of progress frequently zigzags and is always crossed by many barriers. This article, the seventh in the study course "America Pitches In," charts clearly the direction to be taken and the hazards it may involve.

Morale is essential. Yet morale that is not based on reality may be wishful thinking and may lead to disaster. If a general has two armies to defeat, one ahead and one behind, it is well for him to keep them both in mind and to use his total resources in the light of his total needs. If he should become so interested in one enemy as to use his entire supply of men and munitions in defeating it, his morale might be very high just at the time that he is least prepared to meet the other enemy. It is good patriotism and good sense to see the whole problem—to use our resources so as to survive and to win out in the long run as well as in the short run.

The present war will not relieve us from facing great issues in the future. Again and again we shall need all the intelligence, wisdom, and vigor of which our nation is capable. To shut our eyes to that fact and to see the present only is neither patriotism nor sound morale; it is wishful thinking, and it is dangerous.

Look to the Future, America

IN AT least two vital respects America, while concentrating total attention on the present war, is threatening its future strength. We are today about at the peak of our manpower. About ten years ago enrollment in the elementary grades of American schools began to decline because of the decreasing birth rate. Year after year that decline has extended up through the grades to the high school. In another decade there will be fewer young men of the best fighting age.

We can somewhat forecast our future by ob-

COMMUNITY *and* YOU

serving trends in another nation that is taking the same course but is about a generation further along than we are. It is estimated that the population of Sweden will be reduced by half in about two generations. In Sweden, as in America, it is the low birth rate in cities that is chiefly responsible. If the city of Stockholm should not be recruited from outside, and if the birth rate should remain the same, in a century its population would shrink to about one per cent of what it is now. Under similar circumstances the population of Chicago would shrink to probably less than five per cent of what it is. Taking all American cities, if they were not recruited from the rural areas their population would shrink to perhaps a fifth of the present city population.

However, a shrinkage of population is not our greatest danger. A population of eighty millions of healthy, educated, and self-disciplined people might have greater total strength than one of a hundred and thirty millions, a third of whom are "ill fed, ill clothed, and ill housed." But there is no assurance that a smaller population will be a better one. In fact, the prospect is to the contrary. City populations constantly die out and are fed from small communities. Today the drift to the cities is very strong indeed. Of the young people who go to college from small communities, probably ninety per cent or more do not return to their communities, but go to the cities. The large majority of high school graduates do the same. It is estimated that more than half the young men and women living in our small communities in 1940 have now left, perhaps a third of them for the armed forces and two thirds for the cities. The movement to the cities prior to that time had been steadily increasing for many years.

Accordingly, there is

some danger that the population remaining in many small communities, from which our cities must be supplied, may come to consist of the left-over, of people who did not have the enterprise or ambition to leave. When that trend has reached a certain point, the remaining people of enterprise and ambition may feel that they must leave also, in order to be with their own kind of people. In a generation or two, when great national and international issues are pressing for solution, it may be these left-overs that are supplying our population. That prospect may be more serious even than the actual decline of population.

Those who fail to take such facts into account are like the general who is so intent on winning a battle that he loses the war. What can parents and teachers do to improve this situation?

Nation, Countryside, and Town

FIRST, THERE are certain national policies that can be promoted. A city child has twice as much spent on his education as does a child in a small community. One of the chief reasons for the flight to the city is the better schooling. A national policy for equalizing educational opportunity would help. Tariffs, monopolies, and labor unions have left the people of the small community far behind in income. A national policy that would make a day's work worth as much on the farm as in the city also would check that drift. Health services, recreational opportunities, and cultural advantages also should be equalized as far as possible. You can help in your community, because what is talked about at home and at school today becomes national policy tomorrow.

But there are more immediate ways in which parents and teachers can help in this greatly necessary work of stabilizing our population and improving its quality. First, consider farmers and people living in small communities. One of the chief reasons why boys leave the farm or the small community store or bank or garage is that



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when they are through school and ready to work their fathers are still in business and feel that they do not yet need their sons. Especially is this true of young men on farms. There is a new movement under way whereby, instead of sending the boy away, the father takes him into partnership. In some Indiana counties, it is reported, half the farms are operated by father and son partnerships.

Very often there has been no vision of the home community that would attract young people. It is possible for parents to explore for possibilities, to get a picture of a fine community as it might be, and to help their children to get that vision. If a few thousand intelligent and educated boys and girls should come to see the building of their home communities as a great adventure, the future of America would be brighter.

Beyond question, parents can help develop normal recreational opportunities in their communities. They can promote neighborly habits and community life. Some neighborhoods, through credit unions or otherwise, have worked out ways for setting their young people up in farming or some other business in the home community. They can arrange for local library service with the help of the American Library Association or the state librarian. In many ways the small community can be made interesting.

But what if one lives in a city? Are there any ways by which city dwellers can check the population shrinkage and the loss of that community neighborliness which is characteristic of urban life? Yes, there are such ways.

First, do not let even defense work undermine the home. Until children have reached the age of fifteen or over they need their parents more than the state does. If the Army must take the fathers, then the mothers are all the more necessary at home. The America of the next generation will desperately need clear-headed, clean-living, well-bred men and women, for the issues to be faced will be grave. The marked increase of juvenile delinquency accompanying war is a menace to the future. If your neighbors' children are without parental oversight, perhaps you can be a sort of parent for the neighborhood. Have the children in after school and on holidays. Don't look for a dramatic job like that of a fire warden when your children and your neighbor's children are without parental companionship.

Make children welcome. If you have a house to rent, don't exclude families with children. If you live in an apartment, do not object to children; oppose any restrictions that would not permit families with several children to rent apartments. Watch for ways in which to make your neighborhood a good place to bring up children.

I shall end with one illustration of what can be done in a city. In a suburb of New York a new housing development was receiving its first families. When a dray arrived with the second family and its household goods, the first family to be settled went to them and offered to care for the children and to provide sleeping quarters until the furniture was in place. When the third family arrived, the first two families did likewise. This neighborly became a neighborhood habit, which has continued for fifteen years. The neighbors spend an evening together once a month. When a neighborhood fire station was to be built, they financed an enlargement for a community center.

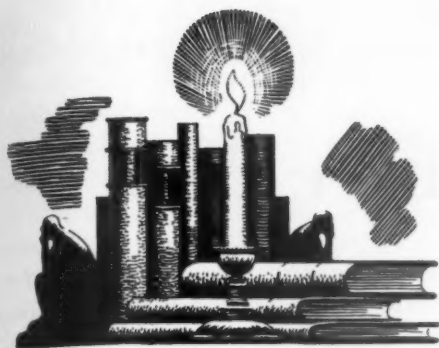
Community Ethics for These Times

THIS SORT of open-hearted sharing of neighborhood responsibility must result in a higher standard of general community ethics, a thing that is greatly needed in communities of all sizes. There is a definite place in every community council for a committee on community standards.

Nowadays there is need of this kind of control in communities of every size. For example, the spread of rumor can do untold harm in time of war. It is true, of course, that the control of war-time rumor is an individual responsibility and that parents have the additional responsibility of training their children not to repeat carelessly what they may hear; but some measure of community control also is desirable. The building up of this opinion is a cooperative task.

It is scarcely necessary to add that what applies to the spreading of subversive rumor applies equally to many other unwholesome or dangerous community influences. The creation of a vigorous public opinion against prejudice, group discrimination, vicious commercial amusements, and other well-known enemies of the community is the best possible weapon.

Let us watch for ways in which all neighborhoods, urban and rural, can be made friendly, helpful, neighborly groups who help each other in trouble and who work and play together and develop common interests and standards. Let us control our standards of living so that, even on very moderate incomes, it will be economically feasible to have several children. Let us welcome children into our neighborhoods, taking time to live with them and play with them. That is the way civilization is perpetuated. The decencies of life are not inborn; they are inbred by the example of living together. The next generation will greatly need leaders and followers of good intelligence, good purpose, good discipline, and good judgment. In our own families and our own neighborhoods we can pass on those traits.



BOOKS *in Review*

THE CONSUMER GOES TO WAR. By *Caroline F. Ware*. New York: Funk & Wagnalls Company, 1942.

WITH ALL the talk and activity centering around war efforts "on the home front," many of us have but a vague conception of that front's actual meaning. Particularly are we vague about the economic aspects of civilian defense—consumer training, the rationing program, systems of point rationing, price controls, and control of production and transportation. We accept the various new rulings as they are laid down, cooperating with them to the best of our ability, but too often we make no effort to discover the reasons behind the rulings and the logic that governs the legislation.

This condition Dr. Ware's useful book is intended to help correct. Basing her work on her positive conviction that "the winning of the war rests squarely on the shoulders of John Q. Public, Consumer-Citizen," she outlines in rapid succession the fundamental principles of wartime economics, including a most illuminating chapter on the nature and control of inflation. This is a topic perhaps less well understood than any other in the field, and Dr. Ware's explanation is both lucid and complete.

One of the most interesting chapters bears the novel title "Community Housekeeping." The community is presented as a sort of extension or enlargement of the individual home, and the many ways in which separate families are dependent upon community agencies, institutions, and organizations are given consideration.

The Consumer Goes to War is not only a good handbook for the individual citizen or homemaker but an excellent text for study groups. A generous factual supplement of pertinent information is included.

HEALTHY BABIES ARE HAPPY BABIES. By *Josephine H. Kenyon*, M.D. Boston: Little, Brown and Company, 1943.

THERE IS seemingly never a shortage in good manuals for the mothers of new babies, but medical science, that wizard of the modern world, is continually bringing to light things newly discovered to be essential to good child care. Dr. Josephine H. Kenyon, one of America's best-known women physicians, has stressed in this new book several things not usually considered except by the very thoughtful prospective mother. The most important of these is her conception of the baby's psychological nature and needs and of his place in the family from the hour of his birth.

The emphasis on mental welfare, indeed, is continued throughout the book; not separately, as though it had no connection with the baby's physical growth and progress, but concurrently with all other phases of his development. Thus the reader is able to correlate emotional needs, at the various age levels, with advances in physical and mental unfolding.

The manual has more than average convenience. The baby's life from birth to the end of his third year is divided into time stages, with all pertinent material for each stage included in the same chapter. This makes for ease and speed in reference.

The proper care of the mother in the months before the baby is born has not been neglected. Suggestions in this area range from plans to finance the baby's arrival to assembling the layette and making final hospital or home arrangements. The nursery and its furniture are described, and hints are given as to how a satisfactory place may be made for the baby even within the limits of strict economy. The concluding chapter of the book deals with possible emergencies and how to meet them. The inside covers are marked off for chart recording of the child's development.

THE ATTRACTIVE CHILD. By *Constance J. Foster*. New York: The New Home Library, 1941.

THE IMPORTANCE of good looks as an asset in life has tended to be overlooked by Americans in the past. The early Greeks put strong emphasis on bodily beauty, placing it near the top of the list of things to be desired. Modern thought is approaching agreement with this position, for it is obvious, when one observes people and the march of affairs, that good looks may exert a tremendous influence upon destiny.

The author of this book is careful to explain, however, that artificial good looks, especially for children, are not what is desired. The beauty of superb health and exquisite cleanliness is within easy reach if parents will but take upon themselves the task of obtaining it for their children. "Simplicity is the keynote," says the author. "There is a happy medium between indifference and oversolicitude. Good taste is its arbiter. Children . . . are far less likely to be self-conscious about their looks if the fundamentals of beauty care are taught from the cradle as matter-of-factly as they are encouraged to brush their teeth."

Every parent knows how cruelly a child can suffer, or be made to suffer by his playmates, if he does not appear at his best. The author of this book "consulted the leading authorities in the fields of pediatrics, dermatology, posture and body mechanics, eye and ear . . . child psychology, etc. . . ." and the result of her researches is a book well worth reading and remembering. The various possible defects are discussed and corrections recommended, but the positive side of beauty culture is emphasized in terms of health, simplicity, and naturalness. The spiritual side of beauty is taken into account along with its more practical phases.

An important addition to all this basic information is supplied by hints concerning the selection of children's clothing according to type. Becoming clothes can do a great deal for any child.

The Triple Faith of Free Men

A PROMINENT and successful business man in a large city recently said that at eighteen he had heard a sermon that remained important in his memory because of one thought in it. The minister, whose name he did not remember, had said that three kinds of faith are necessary in life—faith in one's self, faith in one's fellow man, and faith in God.

The more he thought about it, the more he felt that here was an answer to his unconscious groping for something certain and secure, and he decided to make this threefold idea the foundation he would build on.

Today he has a position of great trust and the high esteem of friends and acquaintances; and his sense of social responsibility works full time both in a personal and a larger way. He is chairman of the board of a great hospital and serves his community in many ways, yet he always has time to be interested in an individual case.

When people seem vague about the meaning of social responsibility or the means of promoting social welfare, it is probably because they have not seen clearly that these actions and attitudes are the fruits of a great belief. Character is builded upon positive belief, not upon doubt, and so is achievement. He who believes little does little. The great believers have always been the great doers in every area of life. When a man really desires the common good with all his mind and heart, he cannot help living a life of social responsibility.

Beliefs to Build On

LET US consider for a moment these three faiths. Faith in one's self means seeing one's self as a contributing member of society. This gives purpose and objective to life. It must not be confused with utter dependence on self, or it will slip into self-centeredness and egotism. It is rather a conscious realization that, in tune with the moral world of God's creating, one is an instrument for life's fulfillment.

There is little room for discouragement in this kind of faith, because the goal is the important thing. Small setbacks are seen in their proper perspective. To one who has this faith, a door closed does not necessarily mean defeat; it may mean that another door will be opened to some-

thing better. A philosophy like this makes for buoyancy and flexibility, both of which stand one in good stead in meeting life's changing circumstances without discouragement.

Faith in one's fellow man does not mean trusting all men blindly, being gullible—which Americans hate—nor does it mean closing one's eyes to all human failings. It means seeing one's fellow beings as individuals, worthy of respect and deserving of their rights, despite their mistakes and their differences from one's own accepted ways.

One may adopt either of two policies in human relationships: to trust others unless and until they betray that trust, or to doubt all men until they prove trustworthy. The former seems the only happy choice, even going beyond one failure to a second chance. The latter policy makes for an unsatisfactory, negative attitude and may have far-reaching consequences in one's own life.

In the last eleven months the Office of War Information has analyzed more than 4,500 rumors. By far the largest number in the five general classes may be called "hate rumors"—rumors expressing prejudice, animosity, or hostility toward groups other than the enemy. The evidence shows that many such rumors originate in the United States as a symptom of domestic social and economic problems, especially those created or intensified by war. Enemy propaganda has often picked up these rumors and tried to increase their circulation as an essential part of the strategy of "divide and conquer."

The O.W.I. makes an important point for

STATING the planned objectives of the National Congress of Parents and Teachers in terms of health, education, recreation, conservation, and social welfare, the findings of the 1942 convention will be interpreted month by month in a series of articles contributed by leaders of the organization. Whatever has been learned in any of these fields will be made available to local parent-teacher leaders as they build for victory. It is hoped that the series will prove to be a source of constructive guidance in solving the many problems that confront all such workers today.

teachers who are wrestling with intolerance in the classroom: "The false information carried by 'hate-rumors' is less important than the hatred which the rumors convey. Factual denials appear to have had little effect in stopping 'hate-rumors.' As one 'hate-rumor' is exposed, it is replaced by another rumor conveying the same hatred. 'Hate-rumors' obviously must be attacked at the source by *curing the cause of the hatred.*"

Some of the groups against which current "hate-rumors" are directed are military administration, business, labor, defense workers, profiteers, Catholics, Jews, Russians, the English, rationing boards, draft boards, and unions.

Someone has said that the best way to have friendly children is to give them friendly parents. Perhaps if adults who are not naturally friendly would consciously set out to find the gifts that others have—the artistry and love of music of some of the foreign born; the love of the soil, of the trees and flowers, of some who may not excel in an academic way; the thrift, the loyalty, the devotion of many humbler folk—they would reflect their appreciation and respect and thereby give their children something richly worthy of imitation.

Many such problems, so difficult to deal with when fully developed, might be intelligently dealt with by understanding parents while their children are in the formative period. In the early days of the parent-teacher movement, one Founder said, "To cure is the voice of the past; to prevent, the divine whisper of today." Children of a family that has faith in people as children of God and fellow members of a human brotherhood will not grow up intolerant and hating one another. Undismayed by critics and cynics, they will have faith in the improvability of mankind.

We turn now to the third kind of faith, faith in God. From our religious faiths came the inspiration for our belief that men should be free—free in speech, in worship, and in assembly. On this belief our country was founded. The great tenets of democracy, political and social, have their roots in Christianity.

From an individual standpoint, faith in God gives dignity and purpose to all that we do. It provides the solid ground from which one takes off for the many adventures of life. Experimentalists in religion say with pride, "I shall let my child decide for himself when he is older; I am not teaching him anything." But these forget that one jumps from solid ground—a bird takes flight from a nest or a limb, not from mid-air.

As weeks and months bring burdens and problems to young and old, this solid ground, on which one stands and to which one may return, furnishes the steadfastness and security that are be-

yond everything essential in meeting life's demands. The whole nation was struck with the statement, "There are no atheists in the foxholes of Bataan." From such faith comes the courage for the dramatic moments, the challenging calls, and the day-after-day task of measuring up to one's best.

Jane Addams, it was said, found that, of the many people who gave volunteer time at Hull House, the ones who could really be counted on and who kept coming month after month were the ones who had a religious faith. For some reason, the social worker who had no particular personal belief couldn't take it.

How Wide Is Social Welfare?

WHAT DO we mean by social welfare? A woman who was present both at the great International Missionary Council in Madras, India, a few years ago and at some of the sessions of the League of Nations said, as she compared them, that the great contrast was in spirit. In the League meetings every representative seemed to be trying to outdo his neighbor to gain advantage for his own country. In Madras the whole spirit of the gathering was directed toward working out plans that would benefit the weaker members. The older churches made many concessions to the younger groups. Is such an attitude impossible for the United Nations?

Patriotism, in itself a fine virtue, *may* become a very dangerous one. If this is a revolutionary epoch, one of the changes we must face is the change from nationalism to super- or internationalism. Some scholars today scoff at this idea and are wont to remind us that people get along best who mind their own business—but this, when followed through, is a very shortsighted policy. Mankind long ago was given a responsibility as his brother's keeper.

Let us draw an analogy with the family. Family loyalty is a beautiful trait, but if the prime consideration in all decisions is limited to the welfare of one's own family, it can become a definite threat to the community. Parent-teacher leadership has for years worked to obtain for all children what the best and wisest parents would desire for their own children. That, in a few words, is social welfare.

The picture is not all dark. In spite of the internal and international problems that confront us, the world has probably never been nearer the goal of brotherhood than it is today, even though there is a long way to travel and many obstacles remain to be overcome. There has never been such intermingling of peoples, and the global travel by thousands of the present generation will

have a far-reaching effect upon all societies.

Present-day parents may not have been greatly stirred by history as found in books, but they have been profoundly concerned with two wars within their own experience. And their concern has created a determination not to make the same mistakes again. There is nowadays a general willingness to have our country accept more responsibility than most of her citizens could see the need for before.

The younger generation did not want any part of this war and has been none too well taught concerning the price our forefathers paid for freedom. Yet this generation has shown itself worthy of its heritage. The war, it feels, is a job to be done. Because it is a dirty and disagreeable one, our young people are united in hoping that it will accomplish something.

Many people have difficulty in defining national sovereignty and determining just what it is we should give up if we became members of a united group or a world council. To some degree the picture has grown clearer as the United Nations have made joint decisions regarding the conduct of the war and have pooled certain of their resources—no one leader alone making the decisions that affect so many of the group.

Understanding of other peoples and groups is an ideal that must be worked on patiently and increasingly. Many schools are doing a fine piece of educational work along this line. The truly educated person wishes to enlarge his knowledge and widen his friendships, but even he finds all too little time to learn the many things he wishes to know. Some strong motive must supply the average person with the desire to go beyond his own limited circle.

Now Is the Accepted Time

TROUBLE DRAWS people together, as does a common enemy; and the war has greatly accelerated the progress of Pan-American relations. A real unity in the western hemisphere seems one of the possible fruits of this war. Within the United States at all times there are people from so many different countries that parents and teachers have ample material to enrich their learning

experience. Observation of special days, addresses at student assemblies, a fair of nations, use by teachers of outstanding contributions of different countries to world history—all aid in better and deeper understanding.

Over and over again the statement is made that we need strong and intelligent leadership to educate our people to the meaning of this "epochal revolution—in which the common people of the earth are pressing for freedom and the dignity and self-respect freedom brings. They must see some of the economic and racial questions which will enter into the peace and which will help to determine whether it shall be a lasting peace."

I see this need as a need for multiple leadership. No one and no one dozen leaders can touch enough of the people. One reason for the power of a movement like the parent-teacher movement is that its channels reach into every state and most of the towns and cities of this nation. What is more, they go to people, almost three million of them, united in a common purpose.

We are told every day that we must face reality. No thinking person disputes this. The psychologist knows that it is the only way to overcome fear. The mental hygienist shows us that we should not try to forget the war; that we should not pretend to our children that it isn't here; that we should face it and share it in a straightforward way. If we do these things, our children can lean upon our strength. When parents can take it, the children can. The thing that is not always made clear is that "facing reality" means not only the facts of the present and past but what, in the future, these facts may become.

Our country, sick unto death of cleverness and sophistication, has rubbed off the polish and found underneath the solid substance of American idealism, which subscribes to the conviction that with great power comes great responsibility; that only in social welfare can personal welfare be more than temporary; and that our country shall be dedicated to "cooperation in the interest of each and for the benefit of all," with faith in ourselves, in our fellow men, and in God.

—KATRINA O. McDONALD, *Chairman
Committee on International Relations
National Congress of Parents and Teachers*

Of Faith and Friendship

The human heart, at whatever age, opens only to the heart that opens in return.

—MARIA EDGEWORTH

Friendship is the only cement that will ever hold the world together.

—WOODROW WILSON

Trust men and they will be true to you; treat them greatly and they will show themselves great.

—RALPH WALDO EMERSON

Around the Editor's Table

WHEN the book *Community Life in a Democracy* was completed, those who shared in its planning and production believed deeply that it would be hailed with enthusiasm not only by all members of the parent-teacher association but by all men and women interested in the prospects of community life in America. The National Association of Secondary School Principals recently confirmed this belief when its Board of Review selected *Community Life* as one of the two volumes known as "Books of the Quarter" and recommended it strongly to the association members. The other book in this quarter's dual selection is *School of Citizen Soldier*, edited by Lt. Col. Robert A. Griffin.

But the discovery or indorsement of these books, or of any other work of major importance, is not enough. If they are to be marked for permanence, they must be put to work. They must be converted into the thought and language of representative groups. Happily, we are able to report that *Community Life in a Democracy* is now going through its second printing. Thousands of parents and teachers who believe in the strength and dignity of community life have found that reading this book has added new content to their thought, new interests to their lives, and new points of attraction to community service.

Community Life in a Democracy follows the pattern of pioneer enterprise. To parent-teacher members, who themselves conceived its idea and made possible its publication, it cannot be said too often that a better guide to an enlarged conception of the democratic community is nowhere to be found.

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ALTHOUGH several months have elapsed since the Beveridge report on postwar planning was submitted to Parliament, outstanding civic leaders everywhere in this country are still talking about it with unflagging enthusiasm. How vivid an impression this report made on the people of London immediately after its presentation is disclosed in these two facts: First, it practically drove the war off the front page of the newspapers in England; second, seventy thousand copies placed on the newsstands immediately after its delivery were gone by noon.

Parents and teachers interested in obtaining a copy of these clarifying utterances on postwar problems, both social and economic, may order the report from Macmillan and Company. It bears the

title "Social Insurance and Allied Services." By Sir William Beveridge. The price is \$1.00.

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ANOTHER report, also of international interest, was released this month by the NEW YORK HERALD-TRIBUNE. It is a complete account of the Eleventh Annual Herald-Tribune Forum on current problems, held at the Waldorf-Astoria November 16 and 17. The addresses are recorded in detail, and if the reader wants a clear picture of the various needs and problems that have arisen from the war, his time will be well spent in turning to these addresses. They are full of robust and timely information. Copies of the report are available at \$1.25 from the NEW YORK HERALD-TRIBUNE.

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THE new idea of a national teachers' meeting by radio, developed by the Educational Policies Commission last fall, has attracted and held nation-wide attention. In keeping with recent developments in home-school cooperation, the Educational Policies Commission, together with the National Congress of Parents and Teachers, will in the near future present a thirty-minute national radio meeting of parents and teachers. Discussions will center around bringing the home and the school closer together.

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EACH year the National Society for Crippled Children puts on a nation-wide sale of Easter seals, the proceeds of which are used in a continuous program to advance the welfare of crippled children and adults. This year the seal sale will go on from March 26 to April 25.

The National Society reminds us that, since the money raised during the sale supports a real program of help for crippled children, the Easter season is a particularly important time. It reminds us, too, that these handicapped children deserve their own chance to become useful citizens.

Parents and teachers are urged to purchase the Easter seals, not only to help prevent childhood deformities through early diagnosis and treatment but to promote the services needed by the crippled children already with us. Where the welfare of children is concerned, no one can be indifferent. It is hoped that all citizens of vision who think and plan for the community of tomorrow and beyond tomorrow will share in the all-important work of building our crippled children into happy and useful men and women.



Frontiers



The Junior Parent-Teacher Association. What child doesn't like to feel important and useful, especially to an adult group? Give any child a special job to do, and you may be sure it will be done well.



About five years ago a Junior P.T.A. was organized in the Valentine Almy Junior High School in Cranston, Rhode Island. It was planned jointly by the school principal and the unit president.

Each home room was to have one Junior P.T.A. member, but there was some question of how he should be chosen. There were two possible methods: by vote of his fellow classmates, or through selection by the home room teacher. We have found the teacher selection to be the best, because a good Junior P.T.A. member must have certain qualifications other than popularity, which is often the sole reason for election by vote of the classmates. He must be capable of addressing the home room pupils without nervousness; he must be a good leader and a tireless worker, and he must show signs of executive ability.

What are the duties of Junior P.T.A. members? Being generally helpful to the parent P.T.A. unit; helping with all welfare and war ration work; acting as ushers on meeting nights; helping to serve refreshments; presenting guest speakers with flowers; meeting speakers when they are a little late, conducting them to the assembly hall, and seating them with the program chairman; bringing before their classmates all P.T.A. activities and urging them to solicit their parents' cooperation. These boys and girls also help in the enlistment of unit membership. Each Junior P.T.A. member speaks before his classmates, telling them of the school's aims and goals; pointing out the value of every parent's membership in a P.T.A.; and keeping before them their place on the Percentage Poster.

What is the Percentage Poster? One of our art students made a most attractive bright red poster

for the school bulletin board, showing the home room numbers and the percentages from 10 to 100. A white airplane on a string is attached to each home room number, and as the memberships come in the plane goes up the string beside the room's percentage. The whole student body watches this with keen interest. The Junior P.T.A. members are especially interested in their plane's progress toward the 100 per cent goal, as the parent P.T.A. unit gives a room prize for the highest percentage in both seventh and eighth grade rooms. These prizes are given out during a school assembly by the unit president and the membership chairman. When our enlistment period closed this year the Junior P.T.A. had helped to bring in a 10 per cent increase over last year's membership, and our association won a state membership award.

THE parent unit truly honors the Junior P.T.A. group. The Valentine Almy unit had membership certificates printed in the school colors—purple and white—with the school seal in the center and the usual wording of a membership certificate. Each bore also the seal of the National Congress. These membership certificates were rolled and tied with the school colors and presented to the group at our "Fathers' Night" by the state president, Mrs. Newton P. Leonard. The unit president gave each Junior P.T.A. member a sterling silver pin as a gift from the unit. These pins, lettered "Valentine Almy Junior P.T.A." and having a safety clasp, are worn with pride and a feeling of distinction. Most of the group have their certificates framed and hung at home.

The group meets once a week with the school principal and once a month with the unit president. The members elect their own president, vice-president, and secretary. They need no treasurer, as they pay no dues. The president is an honorary member of the unit executive board, bringing before us any school problems in which the parent unit can be helpful.

This idea has proved highly successful. Each year we find new ways in which the children can be of service. Through their participation has developed a splendid feeling of good fellowship—a feeling that they are part of the parent organization and are truly important to its work.

I feel sure that other units would benefit by organizing a Junior P.T.A.

—ELLEN H. MORTON

Summer Family Fun. Based upon a theory well known to parent-teacher associations—that families who play together stay together—Wichita has tried, during the past three years, an experiment that encouraged mothers and fathers to spend a definite amount of time with their children during the summer months, when there is no school.

In the summer of 1942 the Council appointed a Summer Family Fun chairman, and each participating association did the same. These chairmen endeavored to find fathers and mothers and, in some instances, teachers who would be willing to take a group of five or six boys or girls one day a week for at least six weeks. Sometimes the children were asked what they would like to do; sometimes the parents themselves determined the type of activity. There were groups in cooking, sewing, horseback riding, nature study, knitting, dramatics, music, astronomy, and story telling; also, new cub dens and Brownie Scout troops were organized. Other groups spent their time in visiting industrial plants of educational value. Many of the boys' groups were especially interested in building airplane models. Others learned to swim. Some of the fathers sponsored baseball teams.

Since Victory gardens were being strongly emphasized, many of the children were enthusiastic about these. Canning was encouraged.

To sustain interest, the boys and girls were asked to bring specimens of their work—sewing, crocheting, knitting, wood work, canning, and the like—to school for an exhibit at the first meeting of the parent-teacher association.

At the first fall meeting of the Council each Family Fun chairman made a report. Many stated that the fathers and mothers had thoroughly enjoyed the hours spent with the children and felt that they had received more than they had given. A few had enjoyed it so much that they were planning to carry the same kind of program through the winter months.

The number of persons participating, both children and parents, has increased each year. So much enthusiasm has been manifested that, since people will be staying more closely at home from

now on, these groups—or clubs, as the children have come to call them—will probably be greatly increased next year.

—IVA FUGATE

Adventure in Library Service. The Junior-Senior High School P.T.A. of Burlington, Vermont, chose as its leading project for the year 1941-42 the rejuvenation of the school library. As this library serves both the junior high and the high school and was in a neglected condition, we considered it a most worthy object of our help. We felt very strongly that our boys and girls needed all the inspiration we could give them in the way of worth-while reading.

First we chose a committee consisting of a father, a mother, a senior high school English teacher, a junior high school English teacher, and the school librarian. This committee consulted the head of each department, obtaining from him a list of required and supplementary reading for his particular courses.

Our second fall meeting was dedicated to the library project. The meeting coincided with National Book Week, which seemed very fitting. This meeting was arranged as a celebration of the library's birthday, complete with a birthday cake. Members were asked to bring their gifts of used but good books to this party. (A list had been made up by the school authorities and the librarian and given out at the first meeting to indicate what sorts of books were desired.) Our speaker was an authority on good reading and gave up a "Banquet of Books." As a result of this first birthday celebration the library received 250 books, all in good condition. Incidentally, the meeting was held in the library itself.

The boys and girls were given an opportunity to contribute as they wished through their home rooms. Any room that had collected enough money for a book was allowed to choose its own book. The response was very gratifying and inspired further donations. The committee then completed a list and chose, in addition to new books for all departments, many old favorites to replace worn-out copies.

Several hundred books made up this list, which was O.K.'d by the school principal. The P.T.A. contributed additional money, and 200 more books were bought. Later in the year an opportunity arose to purchase a private library of 600 volumes, mostly classics. These books were in excellent condition and beautifully bound, and their acquisition gave prestige to our project. By this time we really felt that we had started something.



But now the library itself had to undergo a face lifting. Our loyal committee helped the librarian to dispose of the worn-out books, rebind the worthy ones, and rearrange them all. The school carpenter made additional shelves, and at our last meeting of the year, when the home economics departments gave an exhibition of their accomplishments, our library was dressed up and decked with flowers for inspection. We felt very proud of our accomplishments and well rewarded for our work.

The way our young people flocked to the library for the first chance at the new books, eager for good reading and good references, convinced us that we had not worked in vain.

As a result, a permanent committee was formed (with representation on the executive board) to encourage annual additions to the library and to sponsor the giving of yearly gifts. This project is based on a profound realization of the importance of parent-school cooperation.

—ELIZABETH WILCOX

Aid to the Consumer. One of the contributions that the Madison Council of Parents and Teachers, with its local units, is making to the war effort is its work with the Dane County Civilian Defense Council in the promotion of consumer interests.

The Defense Council's Committee on Consumer Interests, which includes a P.T.A. representative, is sponsoring a series of study group meetings on "The Consumer and the War." Persons who attend the meetings as individuals receive, at the end of the course, a certificate and the right to participate in the work of consumer clinics to be set up throughout the county.

Many local P.T.A.'s have provided incentive for attendance at this worth-while series by consider-

ing it a part of their study group schedule for the year and by giving credit for regular attendance.

The value of the course, as prepared by the committee headed by Miss Violet Blodau, county home demonstration agent, lies chiefly in its completely practical outlook on consumer problems.

THE series began with a discussion of the position of the consumer, in general, in the war. This topic was considered by Mrs. Harry Glicksman, a member of the faculty of the University of Wisconsin economics department and founder of the first consumers' course in any college in the country. Her survey of rationing, inflation, price control, and other factors was designed to lay a foundation for the study of specific problems.

These were studied in succeeding weeks through informal talks by leaders in various fields, who spoke freely, frankly, and often "off the record," and who threw the meetings open to questions and discussions. Among the speakers were the head of one of the city's largest department stores; a representative of the largest wholesale grocery establishment; an expert on home lighting and the care of home electrical equipment; a university nutritionist; a university textile authority; the chairman of the county rationing board; the chairman of the city's emergency housing committee (this is a defense housing area); and the district rent control examiner.

Subjects discussed have included sound consumer-retailer relationships; economical food buying; the selection, grading, and labeling of food and clothing; economical meal planning; clothing budgets; care and repair of furnishings, clothing, and homes; substitution for scarce or expensive goods or services; and support of and participation in such consumer welfare programs as rationing, housing, and rent control.

—JOSEPHINE R. DOUDNA



Country School

*The school had been remodeled to a house.
A woman with a child rocked on the porch.
The visitor paused upon the steps a while.
"I went to school here once," he said.
He turned and stared. The fields of grass
billowed and shimmered in the sun.
He saw them as of old, with children
running across them in an autumn haze;
he ran with them, played fox and geese,
made chalk marks on a stone to show the way;*

*in the woods he bayed like a hound;
he waited tense under a grove of hemlock;
he came back panting for the ringing bell;
he scuffed inside and slid into his seat.*

*How changed it was, how far in the past
those voices rang, how distant the laughter!
"I hope you like it here," he said.
"You live among some good days of my life."*

—FRED LAPE

Parent-Teacher Study Course Outlines

Study courses directed by ADA HART ARLITT

AMERICA PITCHES IN

Article: YOUR COMMUNITY AND YOU — By
Arthur E. Morgan (See Page 26)

I. Pertinent Points

1. The education of children and youth in wartime is one of the most important functions of government. Unless education is kept at its best, we may win the war abroad only to lose it on the home front.
2. Now is the time for neighbors to be friendly, helpful, and neighborly—to work out their problems together and play together whenever possible.
3. The control of baseless or subversive rumors is a matter for the community to handle through the legitimate pressure of a sound public opinion.

II. Questions to Promote Discussion

1. List some of the most important contributions education can make to democratic living.
2. Study the general trends of education to see how democratic values are being presented.
3. What are some ways in which neighbors can work together to develop morale?
4. How can parent-teacher associations work toward better neighborhood cooperation and higher ideals of neighborhood service?
5. What contribution can parent-teacher associations make to the checking of unfounded rumors in the community?

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BABIES IN WARTIME

Article: SHOULD CHILDREN PLAY AT WAR?—
By Sidonie Matsner Gruenberg (See Page 4)

I. Pertinent Points

1. Children in their play repeat what they hear and see going on around them. While the country is at war, war games will be played whether parents wish to have them or not. The problem is to help the child select war games that build morale and have some educational value.
2. There are times when wars must be fought and won, though every American is idealistic enough to hope for a time when wars will be outlawed. While we are at war it is natural for children to be interested in what is going on. The aggression and hostility that underlie war can be eliminated only through a long period of education, with all the countries in the world working toward a common aim.
3. The most important factors in the child's education toward peace or war are the attitudes and ideals of the adults by whom he is surrounded and who are responsible for his welfare.

II. Questions to Promote Discussion

1. What are some ways of judging whether specific war games should be encouraged?
2. What are some ways in which war games may have educational value?
3. How can parents select normal outlets for activity and a place for normal play life during wartime?
4. What are some conditions to avoid?
5. How can parent-teacher associations help in the solution of problems caused by the war?

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Invitation to Subscribe

TO THE NATIONAL
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for

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- A son or a daughter who has children in the family

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MOTION PICTURE PREVIEWS

THERE are almost as many kinds of films as of books, and each kind is produced for a specific purpose. The story film is intended for entertainment and is produced for theater use. Theatrical shorts, newsreels, and documentary films are not unlike the nonfiction book or the magazine article.

Corresponding to the textbook is the text-on-film, produced for classroom use, correlated with the curriculum, and available for most of the subjects taught in the schools, with content and treatment adapted to students of different ages and capacities. This type of film is a short, explicit treatment of some phase of the course of study. Only rarely does it present any story or any humor. It is not meant to be entertaining; but it is made interesting to the students.

Text films (often called classroom films) have great value in social studies. Here they meet the need for a concrete device to convey to the young and inexperienced mind a number of generalizations which long have been trite to adults.

Dr. C. C. Trillingham, superintendent of the Los Angeles County Schools, gives this challenge to those interested in effective education:

"Has the national emergency awakened educators to the complete validity of films and the radio as teaching tools? Or must we be supplied with still more dramatic examples of effective audiovisual utilization than are being furnished by our Army and Navy, our war industries—and our enemies?"

"Training films are being used with amazing success in war industries for teaching skills to beginners, training older employes for new, vital jobs. But it has remained for the armed forces to most convincingly plead the case for audiovisual tools in education. Planned, correlated use of these resources for building morale, for orienting, training, and informing the men has brought forth the verdict that 'proper use facilitates, strengthens, and shortens training.'

"Do the schools need better endorsement for increasing the use of films, recordings, broadcasts, models, and charts? . . . Let's all join the armed forces in the extended use of these front-line weapons."

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

The Amazing Mrs. Holliday — Universal. Direction, Bruce Manning. Entertaining story of the efforts of a mission-school teacher to obtain money to pay for the immigration into the United States of eight children she has brought out of China. Cunning children, pleasing songs, and elaborate settings. Cast: Deanna Durbin, Edmund O'Brien, Barry Fitzgerald, Arthur Treacher.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

Henry Aldrich Gets Glamour — Paramount. Direction, Hugh Bennett. One of the best of this series. The story is more mature and will have a wider audience appeal. Henry wins a trip to Hollywood and a date with a movie star. Cast: Jimmy Lydon, John Litel, Diana Lynn, Frances Gifford.

Adults	14-18	8-14
Amusing	Entertaining	Entertaining

Ice-Capades Revue — Republic Pictures. Direction, Bernard Vorhaus. Spectacular skating, pleasing music, and amusing comedy, presented with attractive costumes and settings, and a light story, make this better than average entertainment. A girl inherits an ice show and takes the entire troupe to her ice-bound New England farm for rehearsals. The action centers around her efforts to outwit the scheming owner of a rival troupe and her romance with his agent. Cast: Ellen Drew, Richard Denning, Jerry Colonna, Barbara Jo Allen.

Adults	14-18	8-14
Probably amusing	Amusing	Amusing

The Meanest Man in the World — 20th Century-Fox. Direction, Sidney Lanfield. Jack convinces his future father-in-law that he is an "old meanie," but the audience knows he is really a "softie." An entertaining escapist comedy, well acted and directed. Cast: Jack Benny, Priscilla Lane, Rochester, Edmund Gwenn.

Adults	14-18	8-14
Amusing	Entertaining	Entertaining

Silver Skates — Monogram. Direction, Leslie Goodwins. Entertaining light musical comedy with spectacular skating ensembles and excellent solo numbers—notably those of Belita, the ice-skating star. The music, classical, semiclassical, and modern, is most pleasing, highlighted as it is by the singing of Kenny Baker. The difficulties, both financial and romantic, encountered by members of a skating group form the basis of the action. Cast: Kenny Baker, Patricia Morison, Frank Faylen, Joyce Compton.

Adults	14-18	8-14
Diverting	Diverting	Entertaining

Star Spangled Rhythm — Paramount. Direction, George Marshall. Paramount studio goes on parade in this delightfully entertaining extravaganza, which presents top flight players in a succession of clever individual acts and unique specialty numbers. The slight but amusing story is of a young sailor, just returned from duty in Iceland, who takes his pals

out to the studio to be entertained by his father, whom he believes to be an important executive but who is, in reality, only the gateman. Cast: Bing Crosby, Bob Hope, Fred MacMurray, Dorothy Lamour, Paulette Goddard.

Adults	14-18	8-14
Good	Good	Good

FAMILY

Air Force — Warner Brothers. Director, Howard Hawks. This epic of the United States Army Air Force is a fictionalized filming of actual events. Howard Hawks, director of the picture, had the help of the Army in its making and was given access to the Army files, from which the story material was compiled. Although not as tragic and harrowing as the great Royal Navy picture, "In Which We Serve," it is tense and gripping in its realistic atmosphere and settings and in its dramatic action. Presented with a minimum of dialogue, it tells of the illustrious career of the Mary Ann, a Boeing B-17, and of the nine brave men who piloted her. Cast: John Garfield, Harry Carey, John Ridgely, George Tobias.

Adults	14-18	8-14
Excellent	Tense	Too tense

Chetniks — 20th Century-Fox. Direction, Louis King. A patriotic melodrama depicting the one-sided struggle between the mountaineer guerillas of Yugoslavia and the Germans. The story, based on factual experiences, centers about General Draja Mihailovitch, chieftain and hero of World War II, and his endangered family. The picture is well cast and acted, the dialogue is excellent, and the content is exciting and interesting. Cast: John Dorn, Anna Sten, John Shepperd.

Adults	14-18	8-14
Interesting	Exciting	Too tense

Cinderella Swings It — RKO. Direction, Cristy Cabanne. Scattergood Baines, of Coldriver, again plays Mr. Fixit — this time for the benefit of a local girl who aspires to a singing career. Pleasantly entertaining, with a timely story. Cast: Guy Kibbee, Gloria Warren, Leonid Kinskey, Dick Hogan.

Adults	14-18	8-14
Fair	Fair	Mature

The Crystal Ball — United Artists. Direction, Elliot Nugent. Amusing farce-comedy, with a gay, implausible story and good production. A pseudo crystal-gazer affords complications in the lively romance. Cast: Ray Milland, Paulette Goddard, Gladys George, Virginia Field.

Adults	14-18	8-14
Amusing	Amusing	Mature

Hitler's Children — RKO-Radio. Direction, Edward Dmytryk. Based upon Gregor Ziemer's book, "Education for Death." We are shown in bold detail by an expert cast the very real tragedy of the Nazi educational system. The film tells what is being done in Germany to use youth to solidify the Nazi philosophy; it describes the subtle manner in which the courts are used to deny justice, and it tells of the conflict between the Catholic Church and the Nazi. Outstanding in direction and acting. Cast: Tim Holt, Bonita Granville, Kent Smith, Otto Kruger, H. B. Warner.

Adults	14-18	8-14
Excellent	Yes	Strong fare

Immortal Sergeant — 20th Century-Fox. Direction, John Stahl. Grim tragedy that brings a new realization of the horrors of war. Magnificently acted and directed, it has moments of heart-breaking suspense. The tense, gripping story is of a British scouting party of fourteen, sent on an observation tour of an unexplored front. Five are killed by enemy planes, including the commanding officer. An inexperienced corporal leads them in a last heroic effort. Cast: Henry Fonda, Maureen O'Hara, Thomas Mitchell.

Adults	14-18	8-14
Good	Good	No

Margin for Error — 20th Century-Fox. Direction, Otto Preminger. Tense, logical, and emotionally stirring is this extremely well-acted and well-directed political drama, set in New York just prior to the United States' declaration of war.

The story, based on fear of vengeful action against foreign diplomats who were in this country at that critical time, emphasizes the equality of races, the freedom of speech, and the personal protection that a republican form of government makes possible. Cast: Joan Bennett, Milton Berle, Otto Preminger, Carl Esmond.

Adults	14-18	8-14
Entertaining	Entertaining	Mature

Night Plane from Chungking — Paramount. Direction, Ralph Murray. Interesting photographic detail and settings add much to a somewhat muddled mystery story. Good suspense and some pathos, in a plot revolving around the lives of an assortment of passengers journeying from Chungking to India. Cast: Robert Preston, Ellen Drew, Stephen Geray, Otto Kruger.

Adults	14-18	8-14
Interesting	Interesting	Exciting

Tarzan Triumphs — RKO. Direction, William Thiele. Tarzan, in his jungle paradise, becomes conscious of Nazi ruthlessness and cruelty only when Boy is kidnapped by them. The story is well told, but it seems regrettable to turn even Tarzan pictures into wartime propaganda. However, the action, although exciting and treating of war and death, is somewhat lightened by the fantastic treatment usual in this series. Cast: Johnny Weissmuller, Johnny Sheffield, Frances Gifford, Stanley Ridges.

Adults	14-18	8-14
Entertaining	Entertaining	Possibly

Three Hearts for Julia — Metro-Goldwyn-Mayer. Direction, Richard Thorpe. Sophisticated, lighthearted comedy, well acted and directed, with beautiful classical music, pleasing folk songs, and inspiring patriotic airs. A roving foreign correspondent returns home after a two-year absence to find that his wife has started divorce proceedings and resumed her musical career and is already trying to decide upon his successor. Cast: Ann Sothern, Melvyn Douglas, Lee Bowman.

Adults	14-18	8-14
Diverting	Amusing	Mature

ADULT

In Which We Serve — Two Cities-United Artists. Writing, direction, production, and music by Noel Coward. This Noel Coward masterpiece is notable for its realism, its depth of feeling, its faultless writing, and its magnificent photography. It is the dramatic and intensely stirring story of a ship—from the laying of her keel to her sinking during the battle of Crete—of her commanding officer and her crew. It has a restraint that completely avoids sentimentality, yet it is impressive and affecting to a degree no other war picture has achieved. Tense and tragic, the story gives an understanding of England and the English people at war; of the homes and families of the fighting men, their love for their ships, and their unity with the cause. Cast: Noel Coward, Bernard Miles, John Mills, Celia Johnson.

Adults	14-18	8-14
Outstanding	Tragic	No

Happy Go Lucky — Paramount. Direction, Curtis Bernhardt. Musical comedy, attractively set and costumed and well photographed in technicolor, but with many songs and dances that are decidedly in poor taste. The inconsequential story is of an ex-cigarette girl who takes a trip to a South Sea resort in search of a millionaire husband, and of the lazy young beach-comber who agrees to assist her. Cast: Mary Martin, Dick Powell, Rudy Vallee.

Adults	14-18	8-14
Diverting	Not recommended	No

Shadow of a Doubt — Universal. Direction, Alfred Hitchcock. An unusually engrossing mystery story that holds its suspense to the end. The conflict between a murderer, who has been successful in covering his crime for years, and his niece, who uncovers his past, forms the plot. Good cast and direction. Cast: Teresa Wright, Joseph Cotten, Macdonald Carey.

Adults	14-18	8-14
Excellent	Mature	Doubtful

COMMUNITY LIFE IN A DEMOCRACY*

Program Outline

(Based on Chapters IX, X and XI)

Dramatic Situation

"I'm goin' to be a soldier when I grow up." Eight-year-old Hugh was very positive. "Like my Uncle Jim."

"So'm I," Buddy Bascomb, a year younger, ventured shyly. "I'm goin' to be a Commando."

All the other little boys and girls laughed. Hugh shouted with derision, pointing his finger. "You—a Commando! You haven't even got any muscles. Look at your skinny legs. Hey, kids, look at the Commando with the skinny legs and no muscles!"

Buddy flushed crimson as the other children laughed. "I will too," he cried. "I will too!"

The clear voice of Miss Pendleton, the third-grade teacher, interrupted. "Sh, children. Don't you see you're making Buddy unhappy? Remember Buddy has had a long illness. He's going to learn fast now about how to build himself big and strong. And you, Hugh, if you're going to be a soldier you must learn to be strong in other ways besides muscle. Soldiers don't hurt their comrades."

"Everybody's always having to learn things," a thoughtful little girl remarked. "Aren't they, Miss Pendleton?"

"Everybody—and all the time," Miss Pendleton replied. "Even the grown-ups. That's the way we build our lives."

Fundamental Questions and Problems

1. What can the school do to cooperate with Buddy Bascomb's parents in the task of building up his strength after his long illness? The parent-teacher association? The community?

2. What did Miss Pendleton mean by telling Hugh that he must learn to be strong "in other ways besides muscle"? How can the home, the school, and the parent-teacher association work together in developing Hugh's expanding personality so that it will take the right direction?

3. Why did Miss Pendleton put so much emphasis on the word "learn" in relation to both health and personality?

4. What, in your opinion, is the place of the learning process in adult life? What is your local parent-teacher association doing to keep alive the spirit of learning among adults?

True or False

1. The health of a child is solely the concern of his parents.

2. Children who know that the adults in their family are still learning will be more responsive to their own school life than will those who have no such example.

3. The ideal democratic society must be based on the fullest possible development of every individual's physical, mental, and spiritual capacities.

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Contributors

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SIDONIE MATSNER GRUENBERG, director of the Child Study Association of America since 1921, is widely known as both author and lecturer. Her books are everywhere considered standard works of reference for parents and teachers. A few of the most prominent among these are *Your Child, Today and Tomorrow*, *Sons and Daughters*, and *We, the Parents*.

PAUL HAGEN is research director of the American Friends of German Freedom and co-editor of the *Inside Germany* reports published by this group. A lifelong friend of democracy and freedom, he resigned his commission in the German army at the beginning of World War I and has since devoted his efforts to the cause he believes in.

ARTHUR E. MORGAN, engineer, educator, and author, has had three varying life experiences to the average person's one. He was president of Antioch College for many years. He was the first president of the Progressive Education Association. At this time he is president of Community Service, Inc., and of the Dayton-Morgan Engineering Company. His recent book, *The Small Community*, is a valuable contribution to social welfare.

DAN H. NORTHUP is chief probation officer of the Circuit Court, Department of Domestic Relations, of the state of Oregon. His observations on trends in juvenile delinquency and the many problems newly associated with it as a result of the war are based solidly on personal experience in the handling of actual cases.

BONARO W. OVERSTREET has made important recent contributions to progressive American thought. In her triple capacity as author, lecturer, and poet, she has won the warm personal regard as well as the sincere admiration of her many audiences and her thousands of interested readers.

WM. MCKINLEY ROBINSON, whose name and work are well known throughout the field of rural life and education, is director of the department of rural education at the Western Michigan College of Education and also Rural Service chairman of the National Congress of Parents and Teachers. Dr. Robinson is a staunch champion of adequate educational opportunity for all rural boys and girls.

JOHN E. RYCKMAN was recently connected with the Regional Information Office of the Federal Works Agency and in that capacity did a great deal to promote a better understanding by the general public of some of the little-known phases of the wartime public works program. He is now serving with the Office for the Emergency Management.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Wallace M. Fay, President, Vermont Congress, and Mrs. Morris Wilcox, Former President, Burlington Junior-Senior High School, Mrs. Newton P. Leonard, President, Rhode Island Congress, and Mrs. Donald W. Morton, President, Valentine Almy P.T.A., Cranston; Mrs. E. W. Emery, President, Kansas Congress, and Mrs. H. D. Fugate, President, Wichita Parent-Teacher Council; and Mrs. Roger Scott, President, Wisconsin Congress, and Mrs. William L. Doudna, Past President, Madison Council.